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ABSTRACT

This report of the Florida Commission on Social Studies Education reviews the status of social studies education in Florida public schools and makes recommendations for improving instruction to meet the needs of Florida students in grades K-12. In reviewing the status of social studies in Florida, the Commission concluded that there was no single, unifying vision that characterized the aims of social studies educators and other interested groups. The Commission found no program of study that gives cohesion to social studies courses. The Commission determined that primary focus should be placed on academics. Part 1 of this document contains three recommendations that the Commission believes will improve social studies education in Florida: (1) social studies educators adopt a unifying vision that will guide their teaching as they seek to develop well educated people; (2) school districts adopt a "best practices" comprehensive K-12 social studies program of study, guided by the vision, and emphasizing history and geography; and (3) academics become central to and paramount in schooling. The second part of the report describes the Florida social studies program of study. The program is divided into individual or clusters of grades from K-12. A chart lists each program and relates to a theme, the overall vision, and connections to various aspects of social studies including sociology, history, geography, economics, political science, ethics, and humanities. Each section includes areas for study, instructional strategies, and correlations between grades and areas. (DK)

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CONNECTIONS
CHALLENGES
CHOICES

Report of the

Florida Commission on Social Studies Education

A Commitment to the Students of Florida

SO 023 465

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A Curriculum Development and Renewal Project developed by the Florida Commission on Social Studies Education and Marion County Schools for the Florida Department of Education, Division of Public Schools.

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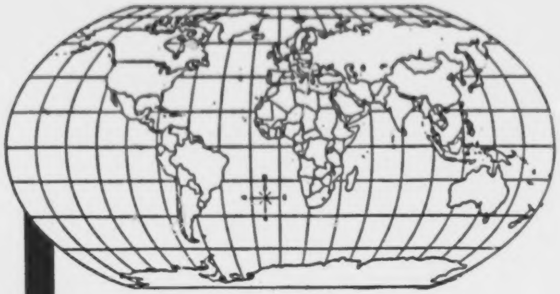

CONNECTIONS
CHALLENGES
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Report of the

Florida Commission on Social Studies Education

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The guidance of J. Doyle Casteel, Professor of Curriculum and Instruction at the University of Florida, provided the foundation for the *Vision for the Social Studies* and the K-12 Program of Study.

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The Florida K-12 Program of Study took its final shape from the recommendations of professional social studies teachers and district social studies supervisors across the state. They continually reminded us of the realities of schooling.

We are indebted to all those who provided their expertise, however, the final document is solely the work of the Commission.

Word processing assistance was provided by P. J. Hamm, a member of the support staff of Marion District Schools.

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FOREWORD

FOREWORD

In January, 1988, Betty Castor, Commissioner of Education, created the Florida Commission on Social Studies Education. She appointed professional social studies educators who represent elementary school, middle school, high school and college teachers; school district curriculum specialists; and professional social studies organizations. Her charge to the Commission was to review the status of social studies education in Florida public schools and to make recommendations for improving instruction to meet the needs of Florida students in grades K-12. Connections, Challenges and Choices, the Report of the Florida Commission on Social Studies Education, is our response to the Commissioner.

To address our charge, we continually drew advice, assistance and information from a variety of sources. Teachers contributed their advice and assistance through a formal survey, interactive presentations at Florida Council for the Social Studies conferences, local social studies council meetings and district staff development programs. They also spoke and corresponded individually with members of the Commission, expressing concern regarding access to quality inservice, availability of instructional materials, suggested implementation schedules, revision to curriculum frameworks, current legislative requirements, participation in elective programs, alternative forms of assessment, adequate instructional time and access to equal opportunities for all students. In addition, the Commission benefited as district social studies supervisors, both individually and at Florida Association of Social Studies Supervisors meetings, reviewed our preliminary work. We also asked for and received additional assistance from numerous organizations having special interests in social studies education. Finally, we reviewed relevant educational literature. The professional responses, thoughtful recommendations and sincere interest from all have helped to shape this proposed "best practices" program of study for the state of Florida. While the Commission has developed some guidelines for addressing these implementation concerns, workable solutions will be the joint responsibility of school, district and state instructional leaders. (See Appendix A for the Commission's Process and Product, Teacher Survey-Review and Analysis, Summary of Presentations by Special Interest Groups, and Guidelines Associated with Implementation Concerns.)

During our review of the status of social studies in Florida, we discovered there was no single, unifying vision which characterized the aims of social studies educators and other interested groups; we articulated such a vision. We found no program of study which gives cohesion to social studies courses; we have prepared a program of study. Finally, academic study often seemed peripheral to schooling; we have determined that primary focus should be placed on academics.

Accordingly, Connections, Challenges and Choices contains three recommendations that the Commission believes will improve social studies education in Florida: 1) that social studies educators adopt a unifying vision that will guide their teaching as they seek to develop well-educated people; 2) that schools districts adopt a *best practices*, comprehensive K-12 social studies program of study, guided by the vision, and emphasizing history and geography; and 3) that academics become central to and paramount in schooling.

The Florida Commissioner of Education has stated that something dramatic must occur to improve student performance. President Bush has now joined the call for change in the five disciplines of English, mathematics, science, history and geography. Two of these, history and geography, are the focus of the Commission's report. The current restructuring efforts at both the district and state levels present the opportunity for social studies educators to use *A Vision for the Social Studies* and the Florida K-12 Social Studies Program of Study to contribute to the momentum for change.

PART I

RECOMMENDATIONS

RECOMMENDATIONS OF THE FLORIDA COMMISSION ON SOCIAL STUDIES EDUCATION

The Florida Commission on Social Studies Education was given the charge to make recommendations for improving K-12 social studies education in Florida. While groups, such as we, may develop a scope and sequence for the study of history and geography and others may recommend a different set, these are only intellectual houses. Within these houses, teachers and students, working cooperatively, must act to construct and respond to sound and valid meanings - to create and nurture the life of the mind. Curriculum, on which learning and growth are dependent, is constructed day by day, week by week, and year by year by teachers and students - the result of creative classroom decisions and activity. It can neither be prescribed nor mandated.

Assuming commitment from those who exercise leadership roles in Florida; commitment from teachers, students, parents and the public; and assuming good intentions on the part of those who manage the educational establishment, our recommendations may be addressed honestly and practically. To participate in such an endeavor and to do so with a sense of responsibility to our children and youth, with a sense of rediscovering the traditional value of academic inquiry conducted within civil social settings, and with a sense that we are fulfilling our moral obligations to our posterity, is to undertake a quest and a journey to which all Floridians should dedicate themselves. It is in our self-interest to do so; more importantly, such a quest and journey are critical to attending to the public welfare of our society and civilization. The following interdependent recommendations collectively address conditions we have found, fulfill our charge, but constitute only a beginning of that quest and journey.

RECOMMENDATIONS

We recommend that social studies educators adopt a unifying vision that will guide their teaching as they seek to develop well-educated people.

We recommend the adoption of a K-12 social studies program of study that, guided by the vision, emphasizes history and geography.

We recommend that academics become central to and paramount in schooling.

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RECOMMENDATION #1

We recommend that social studies educators adopt a unifying vision that will guide their teaching as they seek to develop well-educated people.

Commission members have made many contacts with teachers over the past three years through interviews, correspondence, conferences and public forums. These contacts have provided evidence that teachers are in danger of resigning themselves to the status quo, believing that change is impossible. The Commission believes that if there existed a unifying vision it would guide social studies teaching in the state of Florida and would clarify the goals and objectives of social studies education, giving purpose and direction to teachers. It would also articulate to students, parents and to the public the value of social studies education.

In the absence of such a vision, expert classroom teachers, for want of time, space and a sense of common purpose, are without direction and have failed to establish a sense of professional community. Similarly, there are college and university academicians and district curriculum and instruction specialists who invest themselves in the education of the young. Often isolated from one another and from classroom teachers, they find their efforts limited by a lack of collegiality within the education community. Together these groups could and, in the judgment of the Commission, should constitute a community of scholarship and mutual efforts. If a unifying vision existed to which they could attach themselves, then the likelihood of cooperation and collegiality would be enhanced.

The Commission believes that change is possible. There exists in Florida a population of dedicated teachers of history, geography and the social sciences who are capable of inspiring leadership when provided the opportunity to exercise their talents. We are convinced that the majority of those who teach were called to teaching as a profession and that adopting a unifying vision for the social studies would create a dynamic force in their teaching, resulting in significant changes in the classroom.

The members of this Commission on Social Studies Education, therefore, developed *A Vision for the Social Studies,* the most important guide used in developing the program of study. Translating the vision into practice, the following results can be anticipated:

> Social studies teachers will reclaim the vision that originally called them to teaching.
>
> Social studies teachers will perceive that change is possible, working collegially to achieve academic goals.
>
> Social studies teachers will commit time and energy in a collegial setting, fostering high academic expectations for students.
>
> Social studies teachers will be recognized for their expertise, generating respect for the profession.

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A VISION FOR THE SOCIAL STUDIES

This vision is designed to develop well-educated people who share a body of knowledge, preserve a set of values, understand common cultural allusions, and are prepared to participate with confidence in the dynamics of political, economic and social groups.

- Well-educated persons have a sense of where they are in time, in space and in culture. They have a sense of personal and social identity.
- Well-educated persons have minds that are well-stocked with information about people in time, in space and in culture. They share cultural allusions.
- Well-educated persons associate new experiences and events with the past. This association establishes a context in which they explain, sympathize, judge, decide and act.
- Well-educated persons participate in intellectual adventures. They willingly examine established knowledge and accept intellectual risks.
- Well-educated persons recognize conditions detrimental to human development and opportunity. They promote tolerance, understanding and acceptance.
- Well-educated persons possess a range of rhetorical skills. They can narrate, listen and persuade effectively.
- Well-educated persons possess a sense of personal, social and civic efficacy. They accept personal and social responsibility.
- Well-educated persons know how to create, share, shape and pursue visions. They can imagine times that are more just, spaces that are better used and cultures that are more humane.

RECOMMENDATION #2

We recommend the adoption of a K-12 social studies program of study that, guided by the vision, emphasizes history and geography.

In response to our charge to evaluate the current state of social studies in Florida and to analyze other options critically, the Commission established criteria for both judging and ultimately developing a K-12 social studies program of study. A program of study that meets the needs of Florida's students must

- represent the academic disciplines that comprise the social studies,
- be based on valid research,
- provide the time necessary to acquire the disciplines of history and geography,
- be age-appropriate for the intellectual development of children and youth,
- recognize the need for active student and teacher participation in the learning process,
- emphasize multicultural studies at all levels of instruction, and
- be acceptable to those who are responsible for teaching history, geography, politics and economics to the students of Florida.

The Commission is convinced that history and geography should be the primary focus of social studies instruction at all levels. They are holistic disciplines that provide a context within which social, political and economic knowledge are employed in order to frame, associate and respond to events. They are disciplines which emphasize cross-cultural, cross-spatial and cross-temporal orientations. If instructional activities are connected with the experiences students bring to the classroom and are kept challenging, then cross-cultural and multi-ethnic teaching become vital elements of historical and geographical study. For reasons such as these, economists and political and social scientists concur that a background in history and geography is absolutely necessary to the study of their specialized disciplines.

The study of history and geography also promotes the development of problem-solving capacities. The opportunity to associate contemporary problems with those experienced by persons in other times and to associate the problems faced by persons living today in other cultures and spaces prepares children and youth to acquire the abstractions, the orientations, the capacity and the commitment to solve problems and confront issues. History and geography create the context within which students and teachers can engage in civil discourse, providing the basis for functional and artistic reading, writing and conversations with those from other cultures and nations. Similarly, developing the ability to converse with voices from the past, enables students to appreciate the human experiences and travails which led to the invention and persistence of civilization.

Our research led us to two conclusions:

1. The current sequence of social studies courses in Florida does not constitute a complete program of study.

2. Although other recently developed scopes and sequences had useful components worthy of imitation, none met the criteria we had generated.

The Commission, therefore, in order to complete its assigned task, applied both the *Vision for the Social Studies* and criteria it established to develop a K-12 program of study consisting of five components.

For grades K-2, we recommend a cultural scope that will enable teachers and young children to emphasize intellectual fancy, the encouragement of imagination, the practice of "let's pretend" play and the development of perspective.

For grades 3-5, we recommend a historical scope that will enable teachers and developing children to stress intellectual play, academic venturing and the study of heroic questing within historical, spatial and social contexts.

For grades 6-8, we recommend a geographical scope that will enable teachers and young adolescents to construct and use geographic frames, particularly cultural regions, to analyze and critique human actions.

For grade 9-11, we recommend a historical scope that will enable teachers and older adolescents to establish historical contexts - particularly ages, civilizations and eras - with an awareness of spatial relationships, cultural factors and the specialized realms of politics and economics to analyze and critique human actions.

For grade 12, we recommend a political and economic scope that will enable teachers and young adults to use their capacities to think within historical and geographical frames of reference to critique contemporary American patterns of political and economic behavior.

Once the K-12 program of study is accepted and adopted, the following results can be anticipated:

Social studies sequences of courses would be logically connected and scopes would be reasonable.

Academic inquiry would be introduced to students within civilizing contexts.

All students would be granted equal academic access to the opportunities provided in this age-appropriate program of study.

It is our belief that the Florida K-12 Social Studies Program of Study will prepare young people to be humane, rational, knowledgeable and participating citizens in a world that is becoming increasingly complex and interdependent.

RECOMMENDATION #3

We recommend that academics become central to and paramount in schooling.

The Commission recognizes that if the vision is to become a reality and the K-12 program of study is to be effective, then academics must become the central focus of our schools. Schools in our society shoulder four responsibilities: to train, to socialize, to make literate and to educate. Few would dispute that children and youth need to acquire such basic capacities as the ability to read, write, calculate, maintain their health and get along with others for functional life management.

Schools, however, have so diligently pursued the first three responsibilities that they have forgotten that the most critical responsibility of schooling is to graduate people who have participated successfully in academic programs of study. Schools alone attend to the academic development of children and youth. In academic settings students can acquire the disciplined understandings, skills, rules and presuppositions necessary to associate events and phenomena with historical, geographical, political and economic concepts in order to build rational contexts. These contexts provide the frames within which arguments may be profitably conducted and options explored. For several generations now, the academic function and promise of schooling has been sacrificed to the goals of socialization, training and humane services. Academics have been accepted, even valued in rare instances, if, and only if, they did not interfere with the socialization, the training and the service aspects of schooling.

We believe that a primary emphasis on academics will better serve our society by graduating civil, thinking adults. Those who lead the educational enterprise in Florida should alter their priorities and help the public understand that it is to their benefit to support such change.

Once the academic function of schools is asserted as a priority, all members of the educational community must be committed to providing the resources for implementation. When this effort is realized, the following results can be anticipated:

> Academic orientations will become more important than instrumentalism.
>
> Academic functions will be emphasized over socialization and training.
>
> Teachers will be encouraged and expected to demand sustained academic engagement.
>
> High academic expectations and standards will replace academic negotiation.
>
> Teachers will be assigned on the basis of academic competence.
>
> Effective teacher preparation will become a critical component in the deliberate strategy to improve the education of our youth.

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PART II

FLORIDA
SOCIAL STUDIES
PROGRAM OF STUDY
K-12

CONNECTIONS, CHALLENGES AND CHOICES

PROPOSAL OF THE
FLORIDA COMMISSION ON SOCIAL STUDIES EDUCATION

INTRODUCTION TO THE PROGRAM OF STUDY

> "I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion."
>
> Thomas Jefferson
> (Letter to William C. Jarvis, September 28, 1820)

Thomas Jefferson's powerful mandate has long been a guiding principle to those who have sought ways to ensure that each generation possesses the knowledge to respond to the demands of the office of citizen. The Florida Commission on Social Studies Education, finding an obligation here as well, proposes a K-12 program of study that is designed to develop well-educated people who share a body of knowledge, preserve a set of values, understand common cultural allusions, and are prepared to participate with confidence in the dynamics of political, economic and social processes.

The program, well-grounded in research, recognizes the need for active student and teacher participation in the learning process and integrates content, skills and democratic values. It emphasizes multicultural studies at all levels of instruction and stresses an interdisciplinary approach by correlating each course of study to the social science disciplines and to other subject areas. Figure 1, *Recommended Florida K-12 Social Studies Program of Study*, describes the theme for each grade level and how it links to both the Vision and the other social sciences. By concentrating on fewer topics, rather than superficially covering many, teachers provide for the organization, integration and application of knowledge and skills. This program of study is designed as a series of three-year sequences organized around a major focus, culminating with a capstone course featuring the application of political and economic behaviors. It recommends instructional strategies and formats that match the cognitive developmental age of the students.

> Grades K-2 focus on culture and provide students with exposure to basic beliefs, customs and traditions of their own and other countries through the use of stories, legends, myths and fantasy.
>
> Grades 3-5 focus on history and introduce students to their historical and geographical world, country and state through the use of narratives and biography.
>
> Grades 6-8 focus on geography and employ the five themes identified by the Geographic Education National Implementation Project (GENIP) as students develop models to systematically observe and analyze the world.

Grades 9-11 return the focus to history and use visions (themes) as a way to present students with major concepts that serve as points of reference in the chronology of history while they develop historical methods of analysis.

Grade 12 focuses on political science and economics and provides students with the confidence, knowledge and skills necessary to participate in political, economic and social institutions through an examination of social decision making.

The Florida K-12 Social Studies Program of Study allows teachers flexibility in adapting curriculum content to the needs and experiences of students. It includes humanities correlations at all grade levels to ensure the transmission of common cultural allusions. This comprehensive program of study is guided by the *Vision*, and grade level courses of study are linked to each other, using cycles of recurring themes. The global perspective, beginning with the earliest grades, repeated again during the middle years and culminating with a three-year history sequence that integrates United States history with world developments, emphasizes and reflects the multicultural nature of our society and world.

These features combine to provide a unique social studies program of study for Florida that leads students to answer the questions:

Who am I?

Where am I?

What has happened in my world, country and state?

What role will I play as a citizen of the world, nation, state and community in meeting future challenges?

What is my connection to the past and to the present?

What are my responsibilities as a well-educated person to empower myself politically and economically to ensure a quality life for myself and others?

RECOMMENDED
FLORIDA K-12 SOCIAL STUDIES PROGRAM OF STUDY

Figure 1

	COURSE OF STUDY	THEME	LINK TO VISION	CONNECTIONS						
				SOCIOLOGY	HISTORY	GEOGRAPHY	ECONOMICS	POL SCIENCE	ETHICS	HUMANITIES
K	MY FAMILY AND OTHERS	Observations of self and other families in the world	Begin to locate self in space	variations in the human family	songs/stories about other cultures	basic physical geographic skills and concepts	concepts of needs, wants, scarcity, choices	personal responsibilities, rules at home and school	codes of behavior followed by all people	celebrations and expressions of creativity
1	FAMILIES NEAR AND FAR	Continued observations of self and other families in the world	Enrich personal and social sense of identity;	social interactions of diverse groups	music, legends, stories about other cultures	relationships between humans and environment	choice, opportunity cost, specialization	community rules and cooperation among groups	characteristics of good citizens all over the world	celebrations and expressions of creativity
2	OUR CULTURES: PAST AND PRESENT	Ethnicity, customs, traditions and values of the United States	Associate new experiences with past; build allusionary base	customs and values of diverse cultures	American heroes, holidays and symbols	physical geography skills, map keys, symbols	producer/consumer, property, risk-takers	symbols of freedom; government for people	role models who displayed traditional values	expressions of diverse cultural heritages
3	BEGINNINGS: PEOPLE, PLACES AND EVENTS	Critical events from the past that helped shape our world	Personal and social identity; associate present with past	interactions between cultures; spread of ideas	narrative study of critical events from the past	physical geography; influence on civilizations	basic needs, trade, banking, specialization	democracy, participatory gov't; codes of conduct	people who display universally valued traits	developments in art, language, dance, music
4	US AND FL HISTORY AND GEOGRAPHY TO 1880	Specific topics in the history and geography of the United States and Florida	Associate new experiences with the past; gather information about people in time, in space and in culture	movement; interaction of people/ideas; relationship of events to present/future US and Florida problems	narrative/biographical history placed within a chronological/thematic frame of reference	physical geography, exploration, settlement, transportation, expansion, migration, environment	economic concerns related to exploration and trade; lifestyles, entrepreneurship and multiple work skills	documents of democracy; levels/branches/purposes/functions of government; local and state study	responsibilities of citizens for general welfare; ideals valued by Americans; group participation	American art forms; decorative arts, literature, music, drama and fine arts
5	US AND FL HISTORY AND GEOGRAPHY SINCE 1880									
6	GEOGRAPHY: ASIA, OCEANIA AND AFRICA	Systematic observation and analysis of people and their world using the geographic themes of location, place, human-environment interactions, movement and region	Expand personal sense of identity; provide additional information about people in space and in culture	interaction of people/ideas; ways in which group dynamics influence norms and mores	draws on relevant historical understandings related to each place	human and physical geography placed within time and space	interrelatedness of economics to the social and political order; concept of economic decision making	connections between political institutions, the economy and society	values and belief systems of many different cultures and how they can affect world views	art, architecture, literature, music, language that display cultural differences and similarities
7	GEOGRAPHY: EUROPE AND THE AMERICAS									
8	FLORIDA: CHALLENGES AND CHOICES	Systematic analysis of contemporary Florida people and issues	Prepare students to explain, sympathize, judge, decide and act	personal, social responsibility of individual/group	study of events that created modern Florida	five geographic themes as they relate to Florida	personal/social/local/global decision making	interconnectedness of political economic issues	value of ethical behavior in contemporary society	art, literature, music, folkways of life in Florida
9	EASTERN AND WESTERN HERITAGE	Chronological, topical study of civilization to the Renaissance	Expands common knowledge, values and cultural allusions	interaction between cultures; spread of ideas	narrative, cultural history placed within a chronological framework	influence on cities and cultural development	division of labor; barter, banking, cash economy	foundations for several forms of government	universal nature of social order; responsibilities	art, literature, music of past civilizations
10	VISIONS AND THEIR PURSUITS: AN AMERICAN TRADITION	Chronological, thematic study of US history to World War I	Identification in time, space, culture; aware of human condition	social interaction; development of group norms		factors influencing development of certain regions	economic concepts used to interpret history	specific foundation of US political system	values affecting the treatment of specific groups	American art forms, music, folk/fine arts
11	VISIONS/COUNTER-VISIONS: EUROPE, US AND THE WORLD	Chronological, topical study of modern US and world history	Awareness of cultural heritage of the US; sense of time/space/culture	interactions of people/society in modern world		influence on political, economic world events	comparing economic systems and effects	emergence of political systems and their effects	responsibilities of all citizens for ethical behavior	art, literature, music as responses to events
12	THE AMERICAN POLITICAL AND ECONOMIC EXPERIENCE	Application of political and economic principles to the individual	Prepare for participation in social, political, and economic groups	development of norms; interaction of people	spread of political and economic ideas/systems	influence on political, economic human behavior	distribution and redistribution of resources	relationship between people/their government	ways to ensure ethical behavior in society	examples of economic/political philosophies

FLORIDA COMMISSION ON SOCIAL STUDIES EDUCATION

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RECOMMENDED
FLORIDA K-12 SOCIAL STUDIES PROGRAM OF STUDY

Figure 1

	COURSE OF STUDY	THEME	LINK TO VISION	CONNECTIONS						
				SCIENCE	MATHEMATICS	LANG ARTS	PE/HEALTH	FRGN LANG	RESEARCH SK	THINKING SK
K	MY FAMILY AND OTHERS	Observations of self and other families in the world	Begin to locate self in space	seasonal change, plants, animals from other parts of the world	currency, numbers, calendars, charts, graphs	many forms of oral and written expression, e.g. stories, biographies, poems, and folklore	children's games/toys and sports from other parts of the world	common vocabulary words, greetings (Spanish, Japanese, French, Portugese, German)	locate books, materials on particular topic; acquire skills in oral and visual reporting; interpret information from tables, graphs, charts	practice in the ability to observe, identify, order, describe and compare/contrast
1	FAMILIES NEAR AND FAR	Continued observations of self and other families in the world	Enrich personal and social sense of identity							
2	OUR CULTURES: PAST AND PRESENT	Ethnicity, customs, traditions and values of the United States	Associate new experiences with past; build allusionary base	use of natural resources to meet basic needs						
3	BEGINNINGS: PEOPLE, PLACES AND EVENTS	Critical events from the past that helped shape our world	Personal and social identity; associate present with past	necessity as the "mother" of invention	the history of mathematics, number system		early games and sports, the Olympics	number words (e.g., Arabic, Hebrew, French)	locate, manipulate and summarize information from oral, visual and written sources	draw conclusions, distinguish between fact and opinion, recognize cause and effect, begin to use problem-solving models
4	US AND FL HISTORY AND GEOGRAPHY TO 1880	Specific topics in the history and geography of the United States and Florida	Associate new experiences with the past; gather information about people in time, in space and in culture	the growth of agricultural industrial and informational technology and their impact on society	time lines, charts, graphs, distance scale	all forms of American prose and poetry; use of written oral communication to express ideas	the history of children's folk games	influence of other languages in everyday vocabulary; names of streets, buildings		
5	US AND FL HISTORY AND GEOGRAPHY SINCE 1880						today's living healthy lifestyle			
6	GEOGRAPHY: ASIA, OCEANIA AND AFRICA	Systematic observation and analysis of people and their world using the geographic themes of location, place, human-environment interactions, movement and region	Expand personal sense of identity; provide additional information about people in space and in culture	the practical application of the scientific method on social studies content, especially biology, geoglogy and meterology	comparing and interpreting statistical data through charts, graphs, maps and other graphic representations	recognizing the interaction between literature and cultural norms and mores	recreational activities, nutrition and dietary habits as aspects of culture	recognizing the diverse languages of the people of each region of the world and Florida and the interaction between language and culture	use technologies to observe and analyze the interrelationships between humans and their environment	analyze and synthesize information, infer, make judgments and use problem-solving models
7	GEOGRAPHY: EUROPE AND THE AMERICAS									
8	FLORIDA: CHALLENGES AND CHOICES	Systematic analysis of contemporary Florida people and issues	Prepare students to explain, sympathize, judge, decide and act				sports and recreational activities of Floridians			evaluate alternatives and act on issues
9	EASTERN AND WESTERN HERITAGE	Chronological, topical study of civilization to the Renaissance	Expands common knowledge, values and cultural allusions	social impact of advances in all aspects of science and technology		the development and practice in reading, writing, oratorical and rhetorical skills through literature, primary sources, research and student projects	social issues related to health	recognizing the influence of language on the development of the American culture	use technology to gather historical and contemporary evidence in order to question and interpret	use analytical operations in the study of human behavior in complex world developments, make critical judgments based on evidence, question and interpret material
10	VISIONS AND THEIR PURSUITS: AN AMERICAN TRADITION	Chronological, thematic study of US history to World War I	Identification in time, space, culture; aware of human condition							
11	VISIONS/COUNTER-VISIONS: EUROPE, US AND THE WORLD	Chronological, topical study of modern US and world history	Awareness of cultural heritage of the US; sense of time/space/culture							
12	THE AMERICAN POLITICAL AND ECONOMIC EXPERIENCE	Application of political and economic principles to the individual	Prepare for participation in social, political, and economic groups	political/economic issues related to technology			consequences of national health issues	need for multilingualism in an interdependent world	problem-solving activities research and investigation	apply social criticism to personal decision-making

BEST COPY AVAILABLE

ELEMENTARY COURSES OF STUDY
KINDERGARTEN - GRADE 5

Kindergarten MY FAMILY AND OTHERS
- North America (United States)
- Asia (Japan)
- Africa (Nigeria)
- Australia

Grade 1 FAMILIES NEAR AND FAR
- North America (United States)
- North America (Canada)
- North America (Mexico)
- South America (Brazil)
- Europe (Germany)

Grade 2 OUR CULTURES: PAST AND PRESENT
- Personal History
- Native Populations
- Immigrant Populations
- Local Communities

Grade 3 BEGINNINGS: PEOPLE, PLACES AND EVENTS
- Early Civilizations
- Ancient Civilizations
- The Middle Ages
- The Renaissance

Grade 4 UNITED STATES AND FLORIDA HISTORY AND GEOGRAPHY TO 1880
- Explorers and Native Americans
  Early Florida
- Colonial America/Revolution/Government
  Imperial Florida
- Growth and Expansion
  Pioneer Florida
- State's Rights/Civil War/Reconstruction
  Civil War and Reconstruction Florida

Grade 5 UNITED STATES AND FLORIDA HISTORY AND GEOGRAPHY SINCE 1880
- Railroads/Highways/Cities
  Flagler's, Plant's and Chipley's Florida
- Becoming a World Power
  From Rural Florida to Modern Florida
- Suffrage/Civil Rights/Feminist Movement
  Civil Rights in Florida
- Government/Economy/Immigration/Growth/Education
  Florida Problems of Today and Tomorrow

OVERVIEW

ELEMENTARY
KINDERGARTEN - GRADE 2

COURSES OF STUDY

Kindergarten MY FAMILY AND OTHERS
- North America (United States)
- Asia (Japan)
- Africa (Nigeria)
- Australia

Grade 1 FAMILIES NEAR AND FAR
- North America (United States)
- North America (Canada)
- North America (Mexico)
- South America (Brazil)
- Europe (Germany)

Grade 2 OUR CULTURES: PAST AND PRESENT
- Personal History
- Native Populations
- Immigrant Populations
- Local Communities

RATIONALE

The social studies concepts, skills and attitudes developed in the kindergarten-grade 2 courses of study are the building blocks for all social studies education that follows. The "expanding horizons" curriculum begun in the 1930s no longer seems valid. Today's children come to school aware of a world beyond their own homes and families. Because they now travel, watch TV and experience other media, 5-year-olds have formed images of other lands. They are open to the world's diversity and show an interest in distant cities, states and countries (NAEYC, 1986). In short, they now begin school more aware of the diversity in the world in greater depth than ever before. Their experiences are also more varied. Whether through media or family situations, they may know street life, drug abuse, judicial proceedings, divorce, nontraditional family life, trauma incurred when they left their

Today's children come to school aware of a world beyond their own homes and families.

native lands, poverty and other experiences that affect their readiness for structured schooling.

. . . teachers help students make sense of divergent information.

The young child does not have the tools to assimilate these experiences. Therefore, the K-2 courses of study are designed for teachers to help students make sense of divergent information, give them skills for coping with their changing environment, provide strategies for dealing with the realities of the modern world, assist in preserving individual heritages and expose them to generally accepted value systems.

DEVELOPMENTAL CHARACTERISTICS

Children possess intuitive skills. . . They also relate to fantasy and the exotic.

The young child's first exposure to formal education builds on the important learning and personal experiences encountered in the preschool years. Children possess intuitive skills that allow them to make sense of the world by organizing concepts around that which they know best - distinctly polar opposites: good/bad, big/little, love/hate. They also relate to fantasy and the exotic (Egan, 1979). They have direct access to talking animals in bizarre places and strange times. This predisposition plus the natural enthusiasm for learning, and the curiosity and imagination of the energetic 5- to 7-year-old present a perfect springboard for stretching their home-based horizons and introducing them to other families in our global community (Florida, 1969). Teachers can present this introduction through the use of what children relate to best - fantasy and contrast. The value of contrast - that of investigating cultures and ways of life distinctly different from their own - leads children to make generalizations about the human family (Bruner, 1968).

CONTENT

Multicultural education, presented in a developmentally appropriate manner...

The global dimension of the K-2 courses of study stresses our increasing interdependence and close connections with all people while complementing the increased diversity reflected in our classrooms. The United States contains ethnic, cultural and religious groups from every corner of the world. By enhancing the study of their rich cultural heritages, students are better educated to participate in and understand local, national and international events (Banks, 1989). Multicultural education, presented in a developmentally appropriate manner, begins this sequence of study for the early years. Teachers initiate the process of building global understanding by developing in students an intellectual curiosity and psychological empathy for other cultures (Florida, 1990) and correcting the omissions and distortions that have occurred in the portrayal of minority groups. They achieve this by exploring many aspects of culture that are within the experiential backgrounds of children. These include family structures, rules, responsibilities, school, work, play, basic needs, and expressions of creativity (music, stories, myths, legends, games, toys). These topics form the basis for the important strands of **sociology, anthropology, economics, geography, history, ethics, values, civics** and the **humanities** - all ingredients of the social studies curriculum.

CULTURE, SPACE AND TIME

As teachers introduce some general concepts from anthropology, they offer students ways to observe the customs, habits and traditions of others and recognize how groups are similar to or different from each other (Soldier, 1990). Although the thrust of the K-2 courses of study is on culture, the concepts of space and time are introduced in ways that are within the developmental grasp of youngsters. Evidence suggests that spatial concepts presented in a clearly structured manner can be understood by young children (Buggey & Kracht, 1986). During the early years, they learn about people and places from all parts of the world. Teachers help them begin to refine their notions of "far away" and to identify themselves in answer to the question

. . . offer students ways to observe the customs, habits and traditions of others.

WHERE AM I IN THE WORLD?

While young children may not fully comprehend the concept of time, they are fascinated by the "long ago." They use a schemata to form logical relationships about temporal happenings and are able to sequence real events (Downey & Levstik, 1988). During the early years (K-1), the courses of study focus on family structures in the present. When viewed within the perspective of Piaget's concrete-operations stage, most children in grade 2 begin to associate people/events with the past, therefore, allowing teachers to introduce this concept (Thornton & Vukelich, 1988).

The K-2 courses of study represent the variety of physical, social, economic and emotional backgrounds of all youngsters and present a structure for accepting and appreciating diversity. Teachers help students view the existence of ethnic differences not as a problem to overcome, but rather as a desirable characteristic of a healthy democracy (Randall, 1988). The 5 - to 7-year-old child is formulating attitudes and values toward society, and benefits from a framework that diffuses prejudice related to race, religion, ethnicity, gender, status, exceptionality, culture and appearance.

Diversity. . . a desirable characteristic of a healthy democracy . . .

PURPOSE

By the end of the K-2 courses of study, teachers have provided students with a beginning knowledge of where they are in space, in culture and in time. They expect students to possess an initial awareness of the foundations of our country and an appreciation for the contributions of many individuals and groups from all over the globe. The multicultural look at the world provides exposure to the diverse beliefs, customs and traditions of people from our country and other countries.

Students begin their studies at "home" and then venture out in space to learn about other families who are very different from, yet similar to their own. The countries that they examine were chosen because they represent distinctive and unique cultures on each of the inhabited continents. This world view presents teachers with an in-depth model for the development of other instructional materials that may broaden the scope of each continental study. Throughout the K-2 years, students examine only a few carefully chosen topics rather than superficially cover many (NCSS, 1989). Through this process, young children find in the social studies ways to make sense of personal experiences in groups and society and to answer the puzzling questions:

WHO AM I?

WHERE AM I?

WHAT HAS HAPPENED IN MY WORLD?

INSTRUCTIONAL STRATEGIES

. . . activities are student-centered, concrete and experiential in nature...

The K-2 student learns best by concrete examples and active participation in learning experiences. Teachers, therefore, assure that activities are student-centered, concrete, experiential in nature and related to personal understanding (NAEYC, 1986). They provide for cooperative learning opportunities and many high-interest experiences shown to enhance learning. Students are offered opportunities to experience other cultures by "walking in the shoes" of others and sampling the songs, stories, myths and legends of different countries that capture their imaginations.

CURRICULUM INTEGRATION

Social studies provides a natural vehicle for teachers to integrate the curriculum. The extensive use of **art, music** and **literature** begins building a common allusionary base of resources for later association and interpretation. The process of imparting cultural information to our youngest students helps to ensure continued progress in literacy for all of our children (Hirsch, 1988). **Reading** and listening to trade books and biographies introduces historical characters in real settings, conveys visual and auditory images, and offers opportunities to refine both literal and inferential comprehension skills. **Writing** activities (language experience stories, group compositions, letters, journals, diaries, creative stories and poems) assist students in clarifying their own thoughts and understanding the viewpoints of others. Concepts from **mathematics** and **science** are linked to the social sciences through such exercises as collecting, analyzing and presenting data. The very essence of the K-2 program lends itself to the informal and oral use of **foreign languages** so important to communication in our interdependent world.

Social studies provides a natural vehicle for teachers to integrate the curriculum.

KINDERGARTEN
MY FAMILY AND OTHERS

In the kindergarten course of study, teachers use concrete experiences to help students explore family scenes from four continents. The first focus for the course of study is self and family in the United States with teachers then leading kindergartners to examine family scenes from three other continents and explore variables in the social studies.

MAJOR UNITS OF STUDY

Family scenes from:
- North America (United States)
- Asia (Japan)
- Africa (Nigeria)
- Australia

LINK TO VISION

This course of study gives students a sense of personal identity as they begin to locate where they are in space, gather information about other children and families, and recognize conditions that are detrimental to human development and opportunity.

COURSE OF STUDY

Each unit in kindergarten follows the same format - an examination of human variations, social interactions, basic needs, geographic influences, personal responsibilities, role models, kinds of celebrations and expressions of creativity. Only the family scenes change. Structured experiences related to other cultures are important due to the growing cultural diversity within classrooms. Through studying families that are different from their own, students are helped to draw generalizations and gain a better understanding of some fundamental anthropological concepts. The continued return to comparisons between SELF and OTHERS leads to the development of social skills and personal self-esteem while enriching and sensitizing participants to differences in other cultures.

. . . enriching and sensitizing participants to differences in other cultures.

All units seek to answer the same questions:

WHERE AM I IN THE WORLD?

HOW AM I THE SAME AS OR DIFFERENT FROM OTHERS?

DO WE ALL HAVE THE SAME NEEDS?

HOW DO WE MEET OUR NEEDS?

DOES EVERYONE HAVE RULES AND OBLIGATIONS?

HOW DO PEOPLE CELEBRATE?

Human Variations/Social Interactions/Basic Needs

Teachers guide students in examining the variations in each of the families by observing similarities and differences. Emphasis on the family and home as well as on work, play and school gives children a perspective on the social interactions of a diverse group of individuals in a variety of family structures. Common economic and social threads emerge as they realize that all people have the same basic needs - food, clothing, shelter and a sense of belonging - though these needs may be met in different ways.

Geographic Influences

Introduction of the globe (landmasses, bodies of water) and basic geographic concepts (space, resources, location, climate) give students a frame of reference for their explorations at this grade level. By studying about families in other parts of the world, they begin to see that people live in different geographic locations and environments, and that physical features and climate influence peoples' use of natural resources to meet basic needs. As a characteristic of place, unique animals on each continent can be examined.

Personal Responsibilities/Role Models

Examining the personal responsibilities of other children leads students to understand that people everywhere follow codes of behavior. Most 5-year-olds expect rules to guide their behavior, and they conform to social expectations and conventions. Classroom rules, school rules and family rules become the basis for understanding the need for law and government. By examining role models from other parts of the world, they gain an awareness of the cultural attributes that other people value.

Celebrations/Creativity

As teachers lead the investigation of the celebrations and expressions of creativity of families from distinctly different cultures, they give students an opportunity to experience the languages, art, music, foods, clothing, folklore, myths, legends, stories, dances and games of others. This leads to growth in awareness, understanding and appreciation of cultural differences.

Thinking Skills

Throughout the year, teachers have students observe, identify, order, describe and summarize. Active participation in concrete experiences leads to the understanding of concepts. This is demonstrated and evaluated through storytelling, sequencing, illustrating, dramatizing and role-playing.

Humanities Correlation

Some examples of literature, music and art related to each unit:

NORTH AMERICA (UNITED STATES)

LITERATURE
- *Black Snowman* (Mendez)
- *Block City* (Stevenson)
- *Bread, Bread, Bread* (Morris)
- *Day of the Rainbow, The* (Craft)
- *Enchanted Hair Tale* (De Veaux)
- *Farmer in the Dell: A Singing Game* (Rae)
- *Grampa's Face* (Greenfield)
- *Hill of Fire* (Lewis)
- *Kikiriki* (Pena)
- *Mirandy and Brother Wind* (McKissack)
- *Storm in the Night* (Stolz)
- *Tortillitas Para Mama* (Griego)

Poetry
- Houses (Miller)
- Galoshes (Bacmeister)
- Alligators Are Unfriendly (Prelutsky)
- Four Seasons (unknown)
- So Long As There's Weather (Kitt)

MUSIC
- "Farmer in the Dell"
- "Haiti Cheri"
- "Hokey-Pokey"
- "Jack and Jill"
- "Juba"
- "Little Red Caboose"
- "Old MacDonald"
- "Pop Goes the Weasel"
- "Yankee Doodle"

ASIA (JAPAN)

LITERATURE

Anna in Charge (Tsutsui)
Anna's Secret Friend (Tsutsui)
Badger and the Magic Fan (Johnston)
Boy of the Three-Year Nap (Snyder)
Come Follow Me (Fujikawa)
Count Your Way Through Japan (Haskins)
Crow Boy (Yashima)
Dawn (Bang)
Funny Little Woman, The (Mosel)
Gift of the Willows (Pittman)
Inch Boy (Morimoto)
Magic Fan , The (Baker)
Park Bench, The (Takeshita and Suzuki)
Perfect Crane (Laurin)
Stonecutter: A Japanese Folk Tale (McDermott)
Tongue-Cut Sparrow, The (Ishii)
Warrior and the Wise Man, The (Wisniewski)

Poetry
River-Fog (Kiyowara)
Plum Trees (Ranko)

MUSIC

"Birthday Presents"
"Little Crab"
"Rabbit"
"Wild Bird"

ART

The Four Accomplishments
(Toyoiro)
panel and screen paintings

AFRICA (NIGERIA)

LITERATURE

Amoko and Eufa Bear (Greenfield)
Anasi the Spider (McDermott)
Ashanti to Zulu: African Traditions (Musgrove)
Awful Aardvark (Mwalimu)
Bringing the Rain to Kapiti Plain (Aardema)
County Far Away, A (Gray)
Count Your Way Through Africa (Haskins)
Dancing Granny (Bryan)
Elephant Crossing (Yoshida)
I Am Eyes. Ni Macho (Ward)
Jafta Stories (Lewin)
Magic Tree, The (McDermott)
Mufaro's Beautiful Daughters (Steptoe)

Not So Fast, Songolo (Daly)
Oh! Kojo! How Could You! (Aardema)
Truth About the Moon, The (Bess)
Village of Round and Square Houses (Grifalconi)
Why Mosquitos Buzz in People's Ears (Aardema)

Poetry
I Have a Lion (Kuskin)
African Dance (Hughes)

MUSIC
"Abiyoyo" (Seeger)
"Kee-Chee"
"My Head and My Shoulders"
"Obwisana"

ART
masks
wood carvings
fabric painting

AUSTRALIA

LITERATURE
Katy No-Pocket (Payne)
Koala (Serventy)
Tales Told to Kabbarli (Bates)
Walk on the Great Barrier Reef (Arnold)
What Do You Do with a Kangaroo? (Mayer)
Who Killed Cockatoo? (Cawthorne)

Poetry
The Sing-Song of Old Man Kangaroo (Kipling)
When I Was Six (Cross)

MUSIC
"Kookaburra"
"Tie Me Kangaroo Down, Sport"
"Waltzing Matilda"

CONNECTIONS

Anthropology - Explores the variations in each family by observing the similarities and differences among people in North America, Asia, Africa and Australia

Sociology - Gives a perspective on the social interactions of a diverse group of individuals through emphasis on the family, home, work, play and school

Geography - Introduces basic physical geographic concepts (globe, landmasses, bodies of water) and skills (directions, simple graphs);

emphasizes the mutual influence and relationship of the natural and cultural environment (weather, housing, unstable land) on one's lifestyle and activities

Economics - Introduces the basic economic concepts of needs, wants, scarcity, choice, money and division of labor; simple examples are provided

Political Science - Identifies personal obligations and responsibility, including making and following rules at home and at school; provides foundation for law and government concepts to follow in subsequent years

Ethics/Values - Examines the home and school rules of children in different cultures; enables them to see that people everywhere follow codes of behavior

Humanities - Investigates the expressions of creativity of families from distinctly different cultures to give opportunities to experience the decorative art, music, drama, dances, foods, languages, folklore, myths, legends, and stories of others while growing in awareness, understanding and appreciation of cultural differences

Thinking Skills - Emphasizes the skills of observing, identifying, ordering, describing and summarizing; guides students through the skill of comparison

Synthesis of Learning - Demonstrates synthesis of content through oral storytelling, sequencing and illustrating

LINK TO OTHER DISCIPLINES

- **Science** - seasons, plants, animals, gardens
- **Mathematics** - currency
- **Language Arts** - stories, poems, folklore
- **Physical Education** - games
- **Foreign Languages** - common terms

LINK TO GRADE 1

This course of study expands student's awareness by exploring other family scenes in our global community and provides more information in answer to the question

WHERE AM I IN THE WORLD?

GRADE 1
FAMILIES NEAR AND FAR

Building upon the experiences and understandings developed in kindergarten, 1st graders continue to expand their natural interest in other parts of the world. Teachers help them complete their introductory look at our global community by using concrete experiences to make observations about other families in Europe and the Americas. The organizational structure for the course of study continues the process of comparing one's own family to family scenes from other parts of the world, thereby strengthening the concepts of likenesses and differences.

MAJOR UNITS OF STUDY

Family scenes from:
- North America (United States)
- North America (Canada)
- North America (Mexico)
- South America (Brazil)
- Europe (Germany)

LINK TO VISION

This course of study continues to enrich the students' personal and social sense of identity in space and in culture, present an allusionary base of information about people in space and in culture, and develop personal and social responsibility, as they compare diverse families of the world.

LINK TO KINDERGARTEN

Students complete the introductory look at the world community by observing family scenes on the remaining continents.

COURSE OF STUDY

Using the kindergarten themes of human variations, social interactions, basic needs, geographic influences, personal responsibilities, role models, kinds of celebrations and expressions of creativity, the study again begins at home, and teachers have students first explore their own diverse family structures. The same themes provide the framework for the remaining units in grade 1.

Human Variations/Social Interactions/Basic Needs

. . . people everywhere have common characteristics; differences tend to be physical and superficial.

The study of other cultures is a way for teachers to explain human sameness and variations to children while stressing the positive aspects of diversity. Generalizations about the likenesses of people, the basic needs they all share, their reliance on the environment to meet their needs and the universal nature of play leads to understanding that people everywhere have common characteristics; that differences tend to be physical and superficial. Through this kind of study, teachers provide students with tools for interacting in social settings with peers and adults whose language or physical characteristics may be different from their own.

While exploring the lifestyles of various families, students become acquainted with different kinds of work, and the concepts of specialization and division of labor. Examples of the economic concept of scarcity lead to a better understanding of needs versus wants, the choices one makes and the opportunity cost of each choice.

Geographic Influences

The use of basic geographic concepts (continents, oceans, poles) continues to give students more information about their global neighbors. Through the study of human geography (people and how they live, work, play and move about), teachers guide them to make connections regarding landforms, climate, resources and land use (Winston, 1988).

Personal Responsibilities

As students learn more about global neighbors and the communities in which they live, they begin to discover that rules (laws) in a community are for the protection and safety of the citizens, and that there is a need for citizens to learn how to live harmoniously with each other. Children have an intuitive understanding that certain actions - those that are harmful to others or are a violation of someone's rights - are intrinsically wrong. They recognize that their actions are morally wrong even if there are no rules prohibiting them (Nucci, 1987). The teachers' use of cooperative learning groups offers concrete experiences in working with others to achieve common goals and protect the rights of all.

Role Models

In the study of diverse cultures, teachers help students identify characteristics of good citizens all over the world by reading stories, nursery rhymes, fairy tales, myths and legends that illustrate and encourage good character and moral education. Children recognize that the moral codes guiding human behavior are the center of our evolving tradition as a nation (ASCD Panel on Moral Education, 1988).

Celebrations/Creativity

The teachers' extensive use of the humanities enriches this course of study to bring ideas to life. Holidays, songs, stories, art, dance, games and toys link us with others in the world.

Thinking Skills

Throughout this year of study, teachers have students observe, identify, order, describe, classify, compare, contrast and summarize. Comprehension of content is demonstrated and evaluated through student-generated products: illustrations, compositions (stories, poems), games, art, dance, songs and drama.

Humanities Correlation

Some examples of literature, music and art related to each unit:

NORTH AMERICA (SELF)

LITERATURE
- *Gingerbread Boy* (Galdone)
- *Henny Penny* (Galdone)
- *Home, A* (Malone)
- *Little Red Hen* (Galdone)
- *Visit to the Country* (Johnson)
- *Yonder* (Johnston)

Poetry
- Me (de la Mare)
- My Inside (Field)
- Father (Frost)
- Afternoon with Grandmother (Huff)

MUSIC
- "America"
- "Mulberry Bush"
- "Pti Zwaz"
- "Skip-to-my-Lou"
- "Give Yourself a Pat on the Back"
- "Muffin Man"
- "Little Wheel a-Turnin"
- "Happy Birthday"
- "The More We Get Together"

NORTH AMERICA (CANADA)

LITERATURE

Big City ABC, A (Moak)
Chester's Barn (Climo)
Children of the Yukon (Harrison)
I Know an Old Lady Who Swallowed a Fly (Westcott)
Prairie Boy's Summer (Kurelek)
Quebec: Je T'Aime: I Love You (Tanobe)
Very Last First Time (Andrews)

Poetry

First Snow (Allen)
Furry Bear (Milne)
Song My Paddle Sings (Johnson)

MUSIC

"Rolling Along"
"Going Over the Sea"
"Chumbara"
"The Snowman"

NORTH AMERICA (MEXICO)

LITERATURE

Amigo Means Friend (Everett)
Arroz Con Leche: Popular Songs and Rhymes from Mexico (Delacre)
Cocuyo Y La Mora, El (Uribe)
Count Your Way Through Mexico (Haskins)
Grandfather's Stories from Mexico (Roland)
Hill of Fire (Lewis)
Is Anybody Up? (Kandorian)
Pedro, Pancho and the Burros
Tepozton, The Magic Boy of the Mountains
Who Was Tricked? (Evans)

Poetry

Indians Come Down from Mexico (Asturias)
Thoughts of a Little Girl (Enriqueta)

MUSIC

"Counting Song"
"Dona Blanca"
"Don Gato"
"La Raspa"
"My Puppy"
"Patito, Patito"

ART

Delfina Flores (Rivera)

SOUTH AMERICA (BRAZIL)

LITERATURE

How the Birds Changed Their Feathers (Traughton)
Sume (Henius)
Yaci Y Su Muneca (Zendrera)

Poetry
Maps (Thompson)

MUSIC
"The Cat"

EUROPE (GERMANY)

LITERATURE

Cuckoo-Clock Cuckoo, The (Fuchshuber)
Grandfather's Stories from Germany (Roland)
Grimm's Fairy Tales
  Bremen Town Musicians
  Frog Prince, The
  Hansel and Gretel
  Rapunzel
  Red Riding Hood
  Rumpelstiltskin
  Shoemaker and the Elves
  Sleeping Beauty
  Snow White and Rose Red
  Snow White and the Seven Dwarfs

Poetry
Spring's Arrival (folk)
Sleep, Baby, Sleep (unknown)

MUSIC
"Autumn Leaves"
"Green, Green, Green"
"My Hat"
"The Mill"

CONNECTIONS

Anthropology - Continues to explore the variations in each family by observing similarities and differences

Sociology - Continues to enhance the perspective of social interaction by emphasizing the family, home, school, work and play of diverse groups

Geography - Extends the physical geographic concepts introduced in kindergarten to include continents, oceans, equator, poles as well as the concepts of directions, symbols and graphing; provides a beginning study of the relationships among environmental influences, human geography and cultural development

Economics - Reinforces the initial concepts introduced in kindergarten (needs, wants, scarcity, choice, money, division of labor); emphasizes the concepts of specialization, opportunity cost, factors of production and the rewards for work

Political Science - Expands the concept of rules to include making and following rules (laws) in the community; includes content related to the protection and safety of people in the community and cooperating in groups to solve problems and achieve common goals

Ethics/Values - Explores the characteristics of good citizens all over the world through the use of stories, myths and legends; examines traits valued by many cultural groups, leading to the conclusion that there are common qualities in all people of good character

Humanities - Continues investigation of the expressions of creativity of families from diverse cultures; affords opportunities to experience the art, music, dances, drama, languages, foods, costumes, folklore, myths, legends and stories of others while gaining an awareness, understanding and appreciation of cultural differences

Thinking Skills - Emphasizes the skills of observing, identifying, ordering, describing, classifying, comparing, contrasting and summarizing

Synthesis of Learning - Demonstrates synthesis of content through student-generated products: illustrations, games, compositions and art

LINK TO OTHER DISCIPLINES

- **Science** - seasons, plants, animals
- **Mathematics** - currency, graphing
- **Language Arts** - oral and written poems and stories
- **Physical Education** - games
- **Foreign Language** - Spanish, French, Portuguese, German

LINK TO GRADE 2

This course of study expands the student's personal and social sense of identity by exploring the multicultural heritage of the United States of America to answer the question

WHO AM I?

GRADE 2
OUR CULTURES: PAST AND PRESENT

Grade 2 focuses on a study of the ethnicity, customs, traditions and values of the United States of America. It provides the foundation for the transmission of a rich variety of cultural heritages. This course of study can be summarized by answering these questions:

WHO AM I?

WHAT DOES BEING AN AMERICAN MEAN?

MAJOR UNITS OF STUDY

- Personal History
  heritage of parents (grandparents) and their respective customs, beliefs and traditions
- Native Populations
  . culture, art and tradition of selected groups of Native Americans
- Immigrant Populations
  European, African, Asian and Hispanic people who have had an impact on the development of the United States
- Local Communities
  contributions of many ethnic groups to the texture of the local community

LINK TO VISION

This course of study continues to provide students with information about people through experiences that help them to see where they are in space, in culture and in time. It builds on the allusionary base begun in earlier grades and helps them associate new experiences and events with the past. They are encouraged to accept personal and social responsibility as they discover role models, past and present, who embody exemplary ideals and values.

LINK TO K-1

Students continue the study of cultures, focusing on those that shaped the United States of America.

COURSE OF STUDY

PERSONAL HISTORY

In the unit on personal history, teachers ask students to begin their study of history by exploring their own family backgrounds and discovering the customs, beliefs and traditions of their ancestors' (parents and grandparents) homelands as they were then and as they are today. As they interview or question parents and grandparents, they become familiar with the folkways, traditions and oral histories that are the foundations of their own cultural heritages. During this year, teachers introduce the study of the PAST, as 8-year-olds are now better able to associate people with prior events, and provide opportunities to begin using personal time lines as a frame of historical reference (Downey, 1986).

Students use maps and globes to locate ancestors' homelands and visually represent the diverse composition of the class. Concepts from human and cultural geography serve as indicators of humankind's interactions with one another. Teachers provide further geography instruction and expect them to recognize cardinal directions, map symbols, and physical and cultural distinctions among urban, suburban and rural areas.

> Personal self-esteem, ethnic heritage, citizenship and national pride are outgrowths of this unit.

Personal self-esteem, ethnic heritage, citizenship and national pride are outgrowths of this unit. Teachers lead students to recognize that cultural diversity has enriched the heritage of the United States (Florida, 1990). Investigating the holidays, traditions and celebrations of many countries encourages acceptance and understanding of diverse cultures.

Humanities Correlation

Some examples of literature related to this unit:

LITERATURE
- *Children of Long Ago* (Little)
- *Elaine, Mary Lewis and the Frogs* (Chang)
- *Grandfather Stories* (Roland)

Grandmother's Adobe Dollhouse (Smith)
Josefina Story Quilt (Coerr)
Keeping Quiet (Palacco)
Magic Orange Tree, The (Henriquez)
Midnight Eaters, The (Hest)
Most Beautiful Place in the World, The (Cameron)
On Grandaddy's Farm (Allen)
Quilt Story (Johnston)
Remembering Box (Clifford)
Tell Me a Story, Mama (Johnson)

NATIVE POPULATIONS

The unit on native populations examines the culture, art and way of life of selected Native American groups. Teachers lead students to recognize the integration of art, tradition and beliefs into the daily lives of these groups. The study includes the special relationship Native Americans have with the natural environment. Students explore how Native Americans used the resources of the woodlands, the clay of the deserts, the cliffs of the mountains and the animals of the plains to meet their basic needs. Teachers help them to understand the culture of these indigenous people who were here long before the first immigrants arrived.

> . . . special relationship Native Americans have with the natural environment.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE
Corn Is Maize (Aliki)
Earthmaker's Tales and Star Tales (Mayo)
Girl Who Loved Wild Horses, The (Goble)
Grandfather's Origin Story: The Navajo Indian Beginning (Red Hawk)
Iktomi and the Boulder (Goble)
Legend of the Indian Paintbrush (De Paola)
Pocahantas (D'Aulaire)
Quail Song (Carey)
Song of Sedna (San Souci)

Poetry
Little Horned Toad (Wetherill)

MUSIC
"Navajo Happy Song"

ART

- pottery
- corn husk dolls
- weaving
- sand painting
- totems

IMMIGRANT POPULATIONS

. . . their rich and distinctly different cultural heritages.

The unit on immigrant populations includes the study of many groups who have had an impact on the development of the United States. These include all the European, Asian, African and Hispanic peoples who came to America. This ethnic study highlights the unique contributions each has made to the United States, their influence as producers and consumers in our economic system, their rich and distinctly different cultural heritages, and their interdependence with all other people in America.

Teachers pose and have students answer questions related to why so many groups of people came to America, leading them to understand that our unique form of government guarantees freedom for all. Providing a comparison between the immigrants of long ago and the recent immigrant experiences of some children, can have many positive results: the emergence of common experiences, a better understanding of the concept of interdependence and, through concrete examples, personalizing the abstract idea that answers the question *What is an American?* (Vasconcellos & Murphy, 1987).

Through a multicultural fair or festival featuring music, art, dance, dress, food, language, artifacts and folklore, students see the things about other people that are the same and the things that make them special and different.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE

- *Black Snowman, The* (Mendez)
- *Caribbean Canvas* (Lessac)
- *Chalk Doll, The* (Pomerantz)
- *Flamboyan* (Adoff)
- *Her Own Song* (Howard)
- *How Many Days to America?* (Bunting)
- *How My Parents Learned to Eat* (Frieman)
- *How Pizza Came to Queens* (Khalsa)
- *Hush, Puppies* (Mitchell)
- *Knots on a Counting Rope* (Martin)

Shira Imagined (Carmi)
Talking Eggs, The : A Folktale from the American South (San Souci)
Watch the Stars Come Out (Levinson)

MUSIC
- "All Night, All Day"
- "Are You Sleeping?"
- "DeColores"
- "Do Do Ti Tite Man Man'n"
- "Jimmy Cracked Corn"
- "La Cucaracha"
- "Michael Row the Boat Ashore"
- "Pinata"
- "Shalom Chaverim"
- "Zum Gali Gali"

ART
- Mary Martinez (pottery)
- Mario Sanchez (wood carving)

LOCAL COMMUNITIES

This unit is an appropriate place to include district- or teacher-developed materials on the local community. This examination includes the contributions made by different ethnic groups (e.g., religious institutions, restaurants, civic buildings, names of streets) to the personality and uniqueness of the local community. To enrich this unit of study, it is expected that teachers include historical resources, parents and members of the community in their instructional plans. Topics or activities in this unit might include:

- hearing about the history of the community
- identifying some of the oldest or newest buildings
- discovering how many different ethnic groups are represented in the community
- learning how the community has changed over time
- visiting the civic/municipal buildings
- meeting community officials
- celebrating some of the traditions and holidays of community residents

> . . . contributions made by ethnic groups to the personality and uniqueness of the local community.

Two major themes are interwoven throughout this course of study:

- Courageous Americans
- Celebrations and Symbols

This biographical and local study adds a human dimension to history . . .

Teachers are encouraged to include in all units a study of the lives, times and accomplishments of role models, both past and present, who embody exemplary ideals and values and those people who understand and act on behalf of the common good (Parker, 1988) as well as those who act against it (Egan, 1979). It is important for students to realize that there are many people throughout the world who display these qualities. One good exercise is to compile a list of local people (students, parents, teachers) who display the heroic traits that we value - honesty, courage, patriotism, hard work and love of fellow human beings. Teachers pose questions about each of them: **How did these people make a difference? What did they risk? Why are they courageous?** This biographical and local study adds a human dimension to history and also helps students connect temporally with men and women who shaped our country (Bruner, 1986).

Examining the celebrations and symbols of our shared culture and customs through the study of patriotic songs and American holidays (e.g., Independence Day, Thanksgiving, Veterans Day, birthdays) is an ongoing activity that follows the calendar year. Teachers have students investigate familiar symbols and traditions (American flag, Pledge of Allegiance, Statue of Liberty, bald eagle, Liberty Bell, the Capitol, Uncle Sam) that have meaning for all Americans.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE

Fireworks, Picnics, and Flags (Giblin)
Fourth of July Story, The (Dalgleish)
Squanto and the First Thanksgiving (Kessel)
Star-Spangled Banner, The (Spier)

Biographies (historical and legendary)

George Washington
Abraham Lincoln
Benjamin Franklin
Susan B. Anthony
Martin Luther King, Jr.
Rosa Parks
Henry Ford
Alexander G. Bell
Thomas Edison
Levi Strauss
Helen Keller
Pete Seeger
Matthew Henson
Thurgood Marshall
Jackie Robinson
James Meredith
Stevie Wonder
José Felicíano
Sequoya
Clara Barton
Horace Mann
Juliette Low
Jonas Salk
Casey Jones

Norman Rockwell
Neil Armstrong
John Henry
Pecos Bill

Sally Ride
Johnny Appleseed
Paul Bunyan
Nobel Peace Prize winners

Poetry

To Meet Mr. Lincoln (Merriam)
Columbus (Miller)
Washington (Turner)
George Washington (Benet)
Thomas Jefferson (Benet)
Thanksgiving Day (Child)
The Flag Goes By (Bennett)
verse of Emma Lazarus

MUSIC

"Ain't Gonna Rain"
"America"
"America, the Beautiful"
"Blue Tail Fly"
"God Bless America"
"John Henry"
"New River Train"
"Over the River"
"Star-Spangled Banner"
"There Are Many Flags"
"We Gather Together"

ART

American Gothic (Grant Wood)
Ground Hog Day (Wyeth)
Peaceable Kingdom (Hicks)

Thinking Skills

Throughout this year of study, teachers have students observe, identify, order, describe, classify, compare, contrast, draw conclusions and summarize. Comprehension of content is exhibited and evaluated with student-constructed products: compositions, family trees, stories, poems, autobiographies, interviews, time lines, oral histories, models, dioramas, role-plays and art.

CONNECTIONS

History - Presents a study of selected Native Americans and a narrative study of American heroes - people who made a difference; introduces American holidays, symbols and traditions; develops skills related to the passage of time (past, present, future, time lines)

Geography - Continues skills of physical geography (location and direction) and use of symbols and map keys; enhances the personal understanding of heritage through human and cultural geography

Economics - Introduces the concepts of producers, consumers, private and public property, and medium of exchange; describes the characteristics of risk-takers and entrepreneurs

Political Science - Explores the importance of celebrations of freedom such as Memorial Day, Veterans Day and Independence Day; introduces symbols of freedom (voting, elections, Statue of Liberty, American Flag); develops the concept that American government serves the people and also serves as an example to the rest of the world

Ethics/Values - Presents role models who embody exemplary ideals and values to further the knowledge and understanding of moral codes of conduct; introduces people who understand and act in behalf of the common good

Humanities - Explores the expressions of creativity of diverse cultures and enriches the common memory of a multicultural heritage; affords the opportunity to experience the art, music, dances, drama, foreign languages, foods, costumes, folklore, myths, legends and stories of others while gaining an awareness, understanding and appreciation of cultural differences

Thinking Skills - Emphasizes the ability to observe, identify, order, describe, classify, compare and contrast, draw conclusions and summarize

Synthesis of Learning - Exhibits comprehension of content through student-constructed products: paragraph compositions, personal family trees, interviews, time lines and oral histories

Multicultural Studies - Investigates the diverse customs, traditions and values of ethnic groups represented in the classroom as well as the major ethnic populations in the United States; studies the interactions of the people known as Americans; brings the study home to the local community to examine the contributions of each ethnic group

LINK TO OTHER DISCIPLINES

- **Science** - technological innovations
- **Mathematics** - calendar, currency
- **Language Arts** - folklore, biographies, stories, poems, autobiographies, paragraph compositions
- **Foreign Languages** - common vocabulary words, greetings

LINK TO GRADE 3

This course of study prepares students to expand their personal and social sense of identity by introducing the time element of past to answer the question

WHAT HAS HAPPENED IN MY WORLD?

OVERVIEW

ELEMENTARY
GRADES 3 - 5

COURSES OF STUDY

Grade 3 BEGINNINGS: PEOPLE, PLACES AND EVENTS
- Early Civilizations
- Ancient Civilizations
- The Middle Ages
- The Renaissance

Grade 4 UNITED STATES AND FLORIDA HISTORY AND GEOGRAPHY TO 1880
- Explorers and Native Americans
  Early Florida
- Colonial America/Revolution/Government
  Imperial Florida
- Growth and Expansion
  Pioneer Florida.
- State's Rights/Civil War/Reconstruction
  Civil War and Reconstruction Florida

Grade 5 UNITED STATES AND FLORIDA HISTORY AND GEOGRAPHY SINCE 1880
- Railroads/Highways/Cities
  Flagler's, Plant's and Chipley's Florida
- Becoming a World Power
  From Rural Florida to Modern Florida
- Suffrage/Civil Rights/Feminist Movement
  Civil Rights in Florida
- Government/Economy/Immigration/Growth/ Education
  Florida Problems of Today and Tomorrow

RATIONALE

Grades 3-5 comprise a three-year historical sequence that takes students from early civilizations to the present day in both the United States and Florida. The first three years of the elementary curriculum (grades K-2) focus on the concept of culture. These three years add the other two dimensions of the social sciences - time and space.

. . . uses narratives to present critical events . . . that have shaped the present way of life.

Grade 3 uses narratives to present critical events from early civilizations to the Renaissance that have shaped the present way of life and assist students in discovering *what has happened in my world.* The narrative approach appears to influence them favorably and often generates high interest and enthusiasm for history (Levstik, 1986). A logical outgrowth of the Renaissance was the beginning of exploration and the movement of people and ideas. This leads to a look at *what has happened in my country and state* through a narrative and biographical study of United States and Florida history and geography. The courses of study in grades 4 and 5 focus on specific topics in the history and geography of the United States related to Florida history and geography of the same time period. This allows teachers to help students to gain a sense of logical and related growth of their own locale as it meshes with the history of the United States. They lead them to draw connections between state and national history linking ideas and events from earlier civilizations with their impact on the world today. The two-year study of United States and Florida history and geography allows for adequate learning in both geographic and historical contexts.

DEVELOPMENTAL CHARACTERISTICS

(Students) have developed sufficient skills to learn more about history from reading books and listening to stories. . .

Third grade is a transitional year for students moving betweeen the world of fantasy and myth and the world of people who struggled with real problems and confronted great odds (Egan, 1979). Therefore, the instructional approach for this grade level uses both legends and biographies to bridge this gap. They explore the fictional narratives of the past, the great myths surrounding the beginnings of civilization and eventually the stories of real people who made contributions to each period.

These 9-year-olds have a great curiosity for new information (Gesell, Ilg & Ames, 1977). They have developed sufficient skills to learn more about history from reading books and listening to stories; they are ready for great adventures.

The 4th and 5th graders' intellectual development is expanding rapidly, and while they still need to operate at the concrete level most of the time, they begin to understand abstract ideas and are able to analyze more complex problems, make comparisons and draw inferences (Gesell, Ilg & Ames, 1977). Students are ready to explore the ways that people responded to their physical surroundings and examine the interplay between humankind, technology, economics and environment. Because 3rd, 4th and 5th graders are better oriented with respect to historic time, it is appropriate to study our national and state histories and provide them with academic knowledge about their immediate world (Downey, 1986).

Most 8- to 10-year-olds have great pride in their country and are very patriotic. They like to read for facts and information, and are interested in problem solving, history, maps and geography (Gesell, Ilg & Ames, 1977). Students who actively participate in a highly structured and sequential series of geographic inquiries can learn complex analytical processes and concepts of geography (Crabtree, 1974). Evidence suggests that these years are the ideal time for them to gather more information about space, time and culture.

INSTRUCTIONAL STRATEGIES

Students learn best when actively involved. Teachers, therefore, use instructional approaches that include cooperative grouping and experiential learning. The use of biographical and narrative materials has the power to motivate while also transmitting the idea of causation. In addition, technology - computer software, videos and other media - provides a viable strategy. Students also benefit from participating in individual and group research, projects and presentations. The extensive use of the humanities helps trace the story of developments in art, music and literature thereby enriching each student's allusionary base while depicting in a concrete way what life was like during those times.

PURPOSE

The purpose of these three years of study is to complete the students' systematic introduction to their historical and geographical world, country and state. By the end of grade 5, teachers have introduced concepts from all the social sciences and have provided them with opportunities to acquire a basic understanding of people in space, time and culture. Students can realize how events from the past have influenced the present and how events from the present will influence the future. These three courses of study prepare them to answer the question

WHAT HAS HAPPENED IN MY WORLD, MY COUNTRY AND MY STATE?

The purpose of these three years is to complete the students' first introduction to their historical and geographical world, country and state.

CONTENT

Grade 3 highlights important people, places and events from early civilizations (fire, wheel, alphabet, number system), through ancient civilizations (foundations of law and democracy), to the Middle Ages (explorers, guilds, gunpowder, movable type) and the Renaissance (art, music, literature, science).

The two-year study in grades 4 and 5 focuses on four major topics in United States and Florida history and geography each year. It stresses citizenship and government, ethics and values, economics, land use and abuse, the movement of people, the growth of cities, the treatment of native populations, the correction of the distortions and omissions that have occurred in the portrayal of minority groups, and the study of local communities. As students progress through narratives and biographies of people, places and events in the history and geography of the world, the United States and Florida, they discover the factors that bring about change: motivation for freedom and opportunity, the movement of people, technology, and individual contributions.

CURRICULUM INTEGRATION

> . . . gives many opportunities for students to exercise problem-solving techniques. . .

The study of people of the world, the United States and Florida affords many opportunities for the teacher to integrate the curriculum. Continued use of the **humanities** (art, architecture, music, literature) enriches each student's allusionary base and visually portrays the ideas and ways of life of the people who created them. Examining common vocabulary words from ancient and **foreign languages** gives examples of many words that Americans have adopted from others. **Language Arts** integration is developed through reading biographies and trade books; independent or group research; and written/oral presentations. The use of graphs, charts and presentations of data integrates **mathematics** with the curriculum. Students explore **science and technology** as holding both the challenges and solutions for protecting our fragile environment. Their ever-present impact on society gives many opportunities for them to exercise problem-solving techniques and assume their responsibilities as well-educated people in social groups.

GRADE 3
BEGINNINGS: PEOPLE, PLACES AND EVENTS

The grade 3 course of study begins a three-year sequence of historical study. This year of study is not intended to be a comprehensive, chronological study of the history of each period. Instead, through the use of legends, narratives and biographies, teachers highlight a few significant contributions of humankind that typify each of the four major time periods. Each is viewed in light of the following:

WHY IS THIS PERSON, PLACE OR EVENT CRITICAL?

WHAT IMPACT DID IT HAVE ON THE WORLD?

HAS IT MADE A DIFFERENCE IN MY LIFE?

MAJOR UNITS OF STUDY

- Early Civilizations
  fire, wheel, tools, language, art, agriculture, early trade, alphabet, writing, telling time, number system
- Ancient Civilizations
  democracy, love of beauty, art, architecture, Olympics, concrete roads, compass, astronomy
- The Middle Ages
  rise of cities, guilds, commerce, universities, church, gunpowder, moveable type, paper money, exploration
- The Renaissance
  art, music, literature, literacy, scientific discoveries and inventions - telescope, printing press, mechanical clock

LINK TO VISION

This course of study adds to the personal and social sense of identity by exploring where the student is in time. It helps them associate new experiences with events of the past and enriches their common allusionary base through literature and the arts.

LINK TO K-2

Students complete the introduction to space, culture and time - the three anchors that form the basis for the systematic study of geography and history.

COURSE OF STUDY

EARLY CIVILIZATIONS

In this unit, teachers and students study some of the critical events that make a difference in their lives - the discovery of fire, the evolution of tools, the domestication of animals, the beginnings of agriculture, the first civilizations, early trade and language. Students continue to look at how humans adapted to or modified the environment to meet basic needs and how the physical geography of the area influenced the location of early civilizations.

> . . . how humans adapted to or modified the environment to meet basic needs. . .

They then move forward in time to stories about the Phoenicians and the alphabet; the Sumerian system of writing and their way of telling time; the Arabic number system; the code of Hammurabi; and the great Egyptian civilization, with their use of paper and cotton, and their advances in medicine, architecture and engineering. The stylized clay sculptures of the early African civilizations and the contributions of the Meso-American civilizations (Mayan, Aztec, Inca) - calendars, astronomy, corn (maize) and potatoes - complete the look at early humans and some of their critical contributions to the development of the world.

Humanities Correlation

Some examples of literature, music, art and architecture related to this unit:

LITERATURE
Egyptian Cinderella, The (Climo)
Gift of Fire, The (Spirn)
Go with Them (Giblin)
Journey Through History - Prehistory to Egypt (Verges)
Lost and Found (Walsh)
Mummies Made in Egypt (Aliki)
Rain Forest (Cowcher)

Seth of the Lion People (Pryor)
Tales of Ancient Egypt (Green)
Why There Is No Arguing in Heaven: A Mayan Myth (Lattimore)
Will's Mammoth (Martin)

Poetry
The Cave Boy (Richards)
Pachycephalosaurus (Armour)

MUSIC
Sounds of nature (wind, birds, rain) coupled with rhythmic beating of sticks or stones

ART
artifacts of Nok
mummies
gold of Tutankhamen
cave art (Altamira, Lascaux and Northern Africa)

ARCHITECTURE
Great Sphinx
Great Pyramids of Giza

ANCIENT CIVILIZATIONS

During the unit on Ancient Civilizations, teachers use narratives and biographies to assist students in exploring the foundations of democracy from tribal rule of Asian, African and Middle Eastern civilizations to representative government; the responsibilities of citizens; the great teachers, thinkers and leaders of the times (Alexander the Great, Socrates, Plato); and the celebration of athletics (the Olympics).

The Greek pursuit of beauty and truth, the architectural advances of the Romans and their extensive use of concrete roads, China's advanced learning in astronomy, including the invention of the compass, and language from India all depict humankind's outstanding and lasting contributions to the way the world is today.

> . . . use narratives and biographies . . . to depict humankind's outstanding and lasting contributions to the way the world is today.

Humanities Correlation

Some examples of literature, music and architecture related to this unit:

LITERATURE
myths and stories of Athena
tales of the Gods of Olympus
Greek and Roman mythology
Book of Greek Myths (D'Aulaire)

Chimaera, The (Evslin)
Journey Through History - Greek and Roman Eras (Verges)
King Midas and the Golden Touch (Littledale)
Monkey and the Crocodile, The (Galdone)
Weaving of a Dream (Heyer)

MUSIC/DRAMA	ARCHITECTURE
flutes and lyres	Winged Victory
Roman brass	Parthenon
Greek drama (comedy/tragedy)	Colosseum
Roman circus	

THE MIDDLE AGES

As they study the Middle Ages teachers and students continue to emphasize historical events that contribute to modern life, especially the development of social institutions and organizations. They focus on castles and knights, the rise of cities, formation of guilds, beginnings of commerce, the influence of the church, and the development of universities. Examination of the physical geography of these new cities reveals reasons for their location (rivers, trade routes, ease of transportation). Students read about the craftsmen and artisans of the period who provided for the basic needs and comforts of people in this feudal society. Their skill in specific occupations led to the formation of guilds, beginning specialization and the division of labor. Great interest in learning and in the preservation of information brought about the rise of universities.

> . . . interest in trade led to the explorations of other parts of the world - both to the east and to the west.

Teachers use narratives and biographies to help students understand that interest in trade led to explorations of other parts of the world - both to the east and to the west. Students read about Marco Polo and the many examples of China's advanced civilization - gunpowder, printing with movable type, chopsticks, use of coins and paper money, spices and silks - he brought back from the East. Additional stories of the Viking explorers (Leif Ericson, Eric the Red) recall their adventures as they sailed west and explain why they are credited with the early landings in North America.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE
Western World
Above and Below Stairs (Goodall)

Canterbury Tales (selected and retold - Hastings)
Exploring the Past: The Middle Ages (Oakes)
Harald and the Giant Knight (Carrick)
In Search of the Ruby Sword (Spirn)
Journey Through History - The Middle Ages (Verges)
Legend of King Arthur, Camelot and the Sword, Excalibur
Living in Castle Times (Gee and McCaig)
Medieval Feast (Aliki)
Robin Hood of Sherwood Forest
Scornful Simkin (Lorenz)
Sir Dana: A Knight, as Told by His Trusty Armor (Fradon)
Sir Bertie and the Wyvern (Wilde)
Sir Cedric (Gerrard)
St. George and the Dragon (Hodges)
William Tell (Bowden)

Eastern World
Aladdin and the Wonderful Lamp (Lang)
Exploring the Past: Ancient Egypt (Hart)
Five Chinese Brothers (Bishop)
Jataka Tales from India
Liana and the Magic Paintbrush (Demi)
Moon Dragon (Miller)
Nightingale, The (Andersen)
Story About Ping (Flack)
Tikki Tikki Tembo (Mosel)

MUSIC
- ballads
  - "Scarborough Fair"
  - "Greensleeves"
  - "Lord Lovel"
  - "Bailiff's Daughter"
- Gregorian chant
- rounds
- madrigals

ART
- mosaics
- stained glass
- tapestries
- frescoes

THE RENAISSANCE

The study of the Renaissance celebrates the rebirth of art, music, literature, thought and the demand for literacy as well as important scientific discoveries and inventions - heliocentric solar system, the printing press, mechanical clock, and telescope. Teachers and students

> . . . the rebirth of art, music, literature and the demand for literacy . . .

explore the physical geography of Europe to show how it facilitated this rebirth, concentrating on seaports, trade routes, natural protection.

This richness of the humanities paints a vivid picture of the times. Highlights include the lasting influence of Shakespeare on the world of literature and the theater, the complex changes in music that include the development of opera and ballet, the return to the use of perspective in the world of art and the emergence of spread of "new" theories and ideas.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE
Five Secrets in a Box (Brighton)
Michelangelo's World (Ventura)
Venice: Birth of a City (Ventura)

Biographies
Copernicus
Da Vinci
Galileo
Gutenberg
Keppler
Michelangelo

MUSIC
development of instruments
keyboards
violin makers of Cremona
ballet
opera

ART
Last Supper, Mona Lisa (Da Vinci)
Pieta, David, Sistine Chapel (Michelangelo)
use of perspective

There are many other significant people, places and events from all over the world that may be included in the third grade course of study. Selection of additional topics from Asia, Africa, the Middle East and South America affords many opportunities to tailor the course of study to the needs and interests of specific classes.

Thinking Skills

Throughout this year of study, teachers have students observe, identify, order, describe, classify, draw conclusions, distinguish between fact and opinion, determine cause and effect, synthesize information, and begin problem-solving techniques. Comprehension of content is exhibited and evaluated at the end of each unit of study through student-produced products: fictional or expository stories, plays, poems, models, exhibits, art and role playing.

All units aim for one target - understanding the impact of each event on life today. Adventurous 3rd graders are fascinated by the answer to the question

WHAT HAS HAPPENED IN MY WORLD?

CONNECTIONS

Sociology - Investigates the progress of civilization by observing the interaction between cultures and the spread of ideas

History - Uses narrative to sequentially present critical incidents from earlier civilizations all over the world that have affected our present way of life; continues the development of skills related to time (calendar, BC, AD)

Geography - Examines physical geography (rivers, natural isolation) as an influence on the development of cities and explores transportation, trade routes and the cultural evolution of Western Civilization; continues with skills related to location and direction (grid system)

Economics - Reinforces concepts of basic needs and gives examples of specialization and division of labor; includes the concepts of banking, guilds, and origins of trade and commerce

Political Science - Explores the foundations of the concept of democracy and its evolution from tribal rule to all-citizen vote (Greek) and representation (Roman); emphasizes the rights and responsibilities of citizens in participatory government

Ethics/Values - Introduces people who struggled with real problems and who overcame great odds; depicts universal traits valued by many that are part of our common cultural heritage - honor, truthfulness, courage, bravery, loyalty

Humanities - Focuses on the origins and development of decorative arts, architecture and fine arts (painting, sculpture, printing), music, drama and the development of written languages

Thinking Skills - Emphasizes the ability to observe, identify, order, describe, classify, draw conclusions, distinguish between fact and opinion, determine cause and effect, synthesize information, and begin problem-solving techniques

Synthesis of Learning - Demonstrates the learning that took place during this year of study through student-produced products: fictional or expository stories, models, exhibits, art

LINK TO OTHER DISCIPLINES

- **Mathematics** - history of mathematics, number system
- **Science** - early scientific discoveries, inventions
- **Language Arts** - all forms of written and oral expression
- **Physical Education** - the Olympic games

LINK TO 4-5

Students are prepared to begin a narrative and biographical study of history and geography, and answer the question

WHAT HAS HAPPENED IN MY COUNTRY AND STATE?

GRADE 4
UNITED STATES AND FLORIDA HISTORY AND GEOGRAPHY TO 1880

Grade 4 begins a biographical and narrative study of specific topics in the history and geography of the United States and relates them to Florida history and geography of the same time period. It focuses on the concepts of exploration, diversity, heritage, government, migration, equality and social conflict. All units seek to answer the question

WHAT HAS HAPPENED IN MY COUNTRY AND MY STATE?

MAJOR UNITS OF STUDY

- Explorers and Native Americans
  Early Florida
- Colonial America/Revolution/Government
  Imperial Florida
- Growth and Expansion
  Pioneer Florida
- State's Rights/CivilWar/Reconstruction
  Civil War and Reconstruction Florida

LINK TO VISION

As students read biographical and narrative accounts of the past, they begin to build foundations for recognizing and resisting conditions detrimental to human development and opportunity through the examination of issues. They continue to expand upon common information about people in time, in space and in culture and learn to associate new experiences and events.

LINK TO K-3

Students are prepared to study systematically the history and geography of the United States and Florida, having answered such questions as **"Who am I?," "Where am I?"** and **"What has happened in my world?"**

COURSE OF STUDY

EXPLORERS AND NATIVE AMERICANS

This part of the story of America's history begins with the exploration and settlement of the country. Tales of daring early explorers excite adventurous 4th graders. While tracing the paths of the explorers, teachers continually help them to refine and refocus important map and globe skills and make connections between the physical environment and the location of settlements. Students record important events to provide increased practice in using historical time lines.

Tales of daring early explorers excite the adventurous 4th grade students.

The impact of the European settlers' arrival on the indigenous people of North and South America demands a study of selected Native Americans. Teachers lead them in exploring the culture, beliefs and daily lives of specific civilizations and tribes in order to understand the relationship between these societies and their physical environment.

FLORIDA STUDIES

Early Florida introduces the indigenous populations, the coming of Ponce de Léon and the founding of St. Augustine. Important themes include the influence of geography on the development of Native American civilizations, the relationship between human geography and specific events, the factors that caused change, and the economic concerns of exploration.

Humanities Correlation

Some examples of literature and art related to this unit:

LITERATURE
Bone Wars, The (Lasky)
Double Life of Pocahontas, The (Fritz)
Legend of the White Doe (Hooks)
Serpent Never Sleeps, The (O'Dell)
Star Maiden, The (Esbensen)

Biographies
Christopher Columbus
Hernando de Soto
Jean Ribault
John Cabot
Pedro Menendez de Aviles
Ponce de Léon
Sir Francis Drake
Vikings

Poetry
Geography (Farjeon)
Hiawatha (Longfellow)
Our History (Coblentz)

ART
Timucuan Indian engravings
(Jacques Le Moynes)

COLONIAL AMERICA/REVOLUTION/GOVERNMENT

Teachers and students study the lives of the early settlers, the hardships they endured, the revolution and the founding of our national government. During the study of colonial America, teachers introduce students to the economic concepts related to trade, and the development of the fundamental economic institutions of industry and agriculture that resulted from the available land, labor, capital and resources. They examine the specific talents, tools and some processes of colonial artisans and craftsmen to help them visualize the times.

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The American Revolution is a concrete example of one of the basic reasons for change: seeking freedom and opportunity. Students trace the history of democracy in the United States from colonial governors to assemblies to representative government. They use biographies during this unit to exemplify the actions of the men and women who were willing to fight for their ideals. The study of government includes a close look at the documents that guarantee our freedom (the Declaration of Independence and the Constitution, with special attention to the Bill of Rights), the three branches of government (executive, legislative, judicial) and an examination of the levels of government (local, state, national). Teachers present a comparison between the local government of colonial times and the local government of today to give students a deeper understanding of the enduring nature of democracy.

FLORIDA STUDIES

Imperial Florida covers the first Spanish, the French, the English and the second Spanish rule in Florida; the Florida missions; the existence of East and West Florida; the profitable plantations; the early treaties with the Seminoles; the free black settlement at Fort Mose; and a study of what life was like in Florida during the Revolutionary War.

Humanities Correlation

Some examples of literature and art related to this unit:

LITERATURE

Aaron and the Green Mountain Boys (Gauch)
Adam and the Golden Cock (Dalgliesh)
Amos Fortune, Free Man (Yates)
Arabus Family Saga (Collier)
Ben and Me (Lawson)
Biography of Benjamin Banneker
Buttons for General Washington (Roop)
Constance: A Story of Early Plymouth (Clapp)

Courage of Sarah Noble (Dalgliesh)
Deborah Sampson Goes to War (Stevens)
Fighting Ground, The (Avi)
George the Drummer Boy (Benchley)
Harriot's Guitar (Bourne)
Indian Summer (Monjo)
Johnny Tremain (Forbes)
Keep the Lights Burning, Abbie (Roop)
Liberty for All (Spirn)
Matchlock Gun, The (Edmonds)
My Brother Sam Is Dead (Collier)
Ox-Cart Man (Hall)
Rip Van Winkle (Irving)
Sarah Morton's Day: A Day in the Life of a Pilgrim Girl (Waters)
Six Silver Spoons (Lowrey)
Slumps, Grunts, and Snickerdoodles: What Colonial America Ate and Why (Perl)
Uncle George Washington (Bourve)
We the People (Spier)

Biographies (by Jean Fritz)
And Then What Happened, Paul Revere?
Can't You Make Them Behave, King George?
George Washington's Breakfast
Great Little Madison, The
Shh! We're Writing the Constitution
What's the Big Idea, Ben Franklin?
Where Was Patrick Henry on the 29th of May?
Why Don't You Get a Horse, Sam Adams?
Will You Sign Here, John Hancock?

Poetry
Paul Revere's Ride (Longfellow)
Phyllis Wheatly

ART
George Washington portrait (Gilbert Stuart)
George Washington (Peale)
Washington Crossing the Delaware (Leutze)
Penn's Treaty with the Indians (Benjamin West)
John S. Sargent (portraits)
Joshua Johnson (portraits)

GROWTH AND EXPANSION

The period of growth and expansion looks at this vast country and the spirit of the pioneers. Teachers address such topics as exploration and the acquisition of new territory, the treatment of Native Americans, life on the frontier, the movement of Americans westward to California, the northward movement (from Mexico) of the Spanish explorers and missionaries, and the gold rush. When studying the movement of people to other regions of the United States, students discover how humankind utilized, adapted to or modified the land, and the physical, economic and cultural characteristics of each region.

A primary reason for change during this period - the movement of people - is presented with both its positive and negative elements. Teachers present opportunities for drawing conclusions, predicting outcomes and using problem-solving models as students explore the treatment of Native Americans (The Trail of Tears), the religious nature of many of the early settlements (The Mission Trail) and the economic results of expansion and the gold rush.

Students read biographies and narratives that portray the character and strength of early pioneers. . .

They read biographies and narratives that portray the character and strength of the early pioneers and are a testament to the values and ideals of the founders of our nation. The art, music and literature of the period provide concrete examples of what life was like on the frontier.

FLORIDA STUDIES

Pioneer Florida traces the history of Florida from territory to statehood: the roles of Andrew Jackson and David Levy Yulee, how Tallahassee became the capital, the story of Osceola and the Seminole Wars, the growth of steamboat travel, the success of the Florida planters and the exploits of the Key West wreckers.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE

Adventures in Frontier America (Chambers)
Arrow to the Sun: A Pueblo Indian Tale (McDermott)
Beyond the Divide (Lasky)
Cassie's Journey Harvey)
Dakota Dugout (Turner)
Death of the Iron Horse (Goble)
Hannah's Farm: The Seasons on an Early American Homestead (McCurdy)

Hunter's Stew and Hangtown Fry: What Pioneer America Ate and Why (Perl)
If You Say So (Nixon)
Iva Dunnit and the Big Wind (Purdy)
Jack Tales (Chase)
King of Prussia and a Peanut Butter Sandwich, The (Fleming)
Little House series (Wilder)
Mojave (Siebert)
On the Frontier with Mr. Audubon (Bremmer)
Paddle-to-the-Sea (Hollings)
Tree of Freedom (Caudill)
Tree in the Trail (Hollings)
Trouble for Lucy (Stevens)
When the West Was Wild (Hoare)
White Stallion, The (Shub)

Biographies
Andrew Jackson
David Levy Yulee
Osceola
Daniel Boone(Lindsay)
Lewis and Clark
Sacajewea
Davy Crockett
Buffalo Bill
Junipero Serra
Hernando Cortes
Juan Cabrillo
John Fremont
John Sutter
Bernardo de Galvéz

Poetry
Buffalo Dusk (Sandburg)
Daniel Boone (Guiterman)
Flowers Fed Buffaloes of the Spring (Lindsay)
Song of the Settlers (West)

MUSIC
"Buffalo Gals"
"Clementine"
"Davy Crockett"
"Git Along Little Dogie"
"Home on the Range"
"Red River Valley"
"Rio Grande"
"Streets of Laredo"

ART
Currier and Ives
John J. Audubon (birds)
Portrait of William F. Cody (Bonheur)
Frederic Remington
George Catlin (Indian portraits)

STATE'S RIGHTS / CIVIL WAR / RECONSTRUCTION

The final unit covers the topics of slavery, the Confederacy, state's rights, the Civil War and Reconstruction. These topics have wide social, political, economic and ethical implications and the controversies that surround them are the result of deeply held beliefs by people on both sides of each conflict. As teachers present the issues, students use problem-solving models to analyze each situation. The issues in this unit present many opportunities to clarify ideals related to the value of human life and the dignity of humankind, and then apply them to current themes of prejudice, racism and bigotry.

> . . . the controversies that surround them are the result of deeply held beliefs by people on both sides of each conflict.

FLORIDA STUDIES

Civil War and Reconstruction Florida focuses on Florida's involvement in the Civil War - supplying beef, salt, ships and soldiers, blockade running, and the battles of Olustee and Natural Bridge. The period of Reconstruction details the economic and political results of the War, northern flight, segregation and sharecropping.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE
Across Five Aprils (Hunt)
Amos Fortune, Free Man (Yates)
Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War Spy (Reit)
Cyrus Holt and the Civil War (Hall)
Drinking Gourd, The (Monjo)
Friendship, The (Taylor)
Nettie's Trip South (Turner)
Out From This Place (Hansen)
Runaway to Freedom: A Story of the Underground Railway (Smucker)
Sing Down the Moon (O'Dell)
Slave Dancer, The (Fox)
Thee, Hannah! (de Angeli)

Biographies
Robert E. Lee
Ulysses S. Grant
Frederick Douglass
Nat Turner
Sojourner Truth
Harriet Tubman
David Farragut
Jonathan Gibbs
T. Thomas Fortune

Poetry
Barbara Fritchie (Whittier)
Paul Lawrence Dunbar

Portraits of Lincoln

Abraham Lincoln Walks at Midnight (Lindsay)
Martin and Abraham Lincoln (Coblentz)
Lincoln: A Photobiography (Freedman)
Lincoln (Turner)
Me and Willie and Pa (Monjo)
"Oh! Captain, My Captain!" (Whitman)

MUSIC

"Battle Hymn of the Republic"
"Goober Peas"
"When the Saints Come Marching Home"
Black Spirituals
Steven Foster songs

ART

Matthew Brady (photographs)
Edmonia Lewis (sculpture)

Thinking Skills

Throughout the year of study, teachers have students observe, identify, order, describe, classify, draw conclusions, distinguish between fact and opinion, determine cause and effect, analyze information, infer, predict outcomes, make decisions and use problem-solving models. Comprehension of content is demonstrated and evaluated at the end of each unit of study through student-produced products: creative stories, skits, videos, speeches, models, posters, demonstrations, maps and art.

CONNECTIONS

Anthropology - Emphasizes the impact of human variability - the contributions of individuals - and its effect in shaping the development of the United States and Florida to 1880.

Sociology - Explores the movement and interaction of people and their ideas in the United States and Florida to 1880

History - Presents a chronological, topical study of United States and Florida history from exploration through Reconstruction

Geography - Presents concepts of physical geography (landforms, bodies of water) and utilizes a regional approach showing the locational aspects of exploration, settlement, transportation and use and abuse of resources; emphasizes the relationship between religion, language and cultural factors in the development of both the United States and Florida; continues skills development in the areas of location and direction (latitude/longitude), time zones and maps (special purpose maps, scale)

Economics - Reinforces basic economic concepts; emphasizes trade and the development of economic institutions (industry, agriculture) resulting from the available, land, labor, capital and resources; includes economic concerns related to exploration, gold and slavery

Political Science - Presents the history of democracy in the United States and Florida (colonial governors, assemblies, representative government) and its documents (Declaration of Independence and the Constitution); includes study of the branches of government (executive, legislative, judicial) and the levels of government (municipal, state, national)

Ethics/Values - Emphasizes awareness and understanding of the responsibilities of all people; identifies ideals valued by Americans and conditions, such as slavery, that are detrimental to human dignity

Humanities - Focuses on American forms of decorative arts (weaving, folk crafts, pottery, furniture making), fine arts, music (folk and composed), musical instruments, poetry and literature

Thinking Skills - Continues reinforcement of the ability to observe, identify, order, describe, classify, draw conclusions, distinguish between fact and opinion, determine cause and effect and synthesize information; adds skills related to analyzing information, inferring, predicting outcomes, making decisions and using problem-solving models

Synthesis of Learning - Demonstrates comprehension of content from each unit of study through student-produced products: creative stories, skits, videos, speeches, models, posters, maps, problem-solving techniques and art

LINK TO OTHER DISCIPLINES

- **Mathematics** - time lines, charts, graphs
- **Science** - inventions, technological growth and their impact on society
- **Language Arts** - all forms of American prose and poetry
- **Physical Education** - children's folk games
- **Foreign Languages** - Spanish and French

LINK TO GRADE 5

This completes the first year of the two-year sequence and prepares students to continue the study of the history and geography of the United States and Florida since 1880.

GRADE 5
UNITED STATES AND FLORIDA HISTORY AND GEOGRAPHY SINCE 1880

Grade 5 continues the use of biography and narrative to study specific topics in the history and geography of the United States and relate them to Florida history and geography of the same time period. The main focus is on the concepts of transportation, urbanization, equality, social conflict, government and growth. This year ends the student's introduction to the world by answering the question

WHAT HAS HAPPENED IN MY COUNTRY AND MY STATE?

MAJOR UNITS OF STUDY

- Railroads/Highways/Cities
  Flagler's, Plant's and Chipley's Florida
- Becoming a World Power
  From Rural Florida to Modern Florida
- Suffrage/Civil Rights/Feminist Movement
  Civil Rights in Florida
- Government/Economy/Immigration/Growth/Education
  Florida Problems of Today and Tomorrow

LINK TO VISION

This course of study continues to expand on students' common information about people in time, in space and in culture and assists in associating new experiences and events with the past. It provides skills for recognizing and resisting conditions detrimental to human development and opportunity and encourages acceptance of personal and social responsibility by asking them to demonstrate that they can narrate, listen and persuade effectively.

LINK TO K-4

Students complete the introductory cycle to their world, country and state.

COURSE OF STUDY

RAILROADS/HIGHWAYS/CITIES

In the unit on railroads/highways/cities, students explore the growth of transportation networks in the United States that are a result of advances in technology as well as a result of specific aspects of physical and cultural geography. The treatment of railroad workers and the displacement of the remaining Native American tribes present another opportunity for teachers to assist students in clarifying and questioning the contrast between professed values and actual deeds.

The emergence of city life includes a look at the immigrant and emigrant populations that filled the early cities of the Northeast. This study revisits the premise that our nation guarantees freedom for all people and offers students opportunities to recognize conditions that are detrimental to human development as they explore life in the cities and examine both the responsibilities of and services rendered by different levels of government. They continually refocus on the movement of people and the growth of technology.

. . . offers students opportunities to recognize conditions that are detrimental to human development.

FLORIDA STUDIES
Flagler's, Plant's and Chipley's Florida focuses on: the growth of cities near railroad lines (Jacksonville, Tampa, Cedar Key, Pensacola), the founding of Miami, the land boom, the Overseas Highway and Florida's growing economy (citrus, cattle, phosphate).

Humanities Correlation

Some examples of literature, music, art and architecture related to this unit:

LITERATURE
Caddie Woodlawn (Brink)
Chief Red Horse Tells About Custer: An Eyewitness Account Told in Indian Sign Language (McGraw)
General Store (Field)
Immigrant Kids (Freedman)
Maudie in the Middle (Naylor and Reynolds)
Story of the Golden Spike (Stein)
Editorials from the New York Globe (Fortune)

Biographies

Henry Flagler
Henry Plant
William Chipley
Don Vincente Martinez Ybor
Julia Tuttle
Hamilton Disston
George Washington Carver
Booker T. Washington
Chief Joseph
Geronimo
George Custer

Poetry

Locomotive, The (Dickinson)
New Colossus, The (Lazarus)
Prayers of Steel (Sandburg)
There Are So Many Ways of
Going Places (Thompson)

MUSIC

"Casey Jones"
"Erie Canal"
"Oh! Suzanna"
"Paddy Works on the Railroad"
"I've Been Working on the Railroad"
"Across the Wide Missouri"

ART

The Gulf Stream & The Sea
(Winslow Homer)
Seaside Towns (Henry Gasser)

ARCHITECTURE

Addison Mizner (Mediterranean mansions)

BECOMING A WORLD POWER

In the unit on becoming a world power, teachers and students focus on the Industrial Revolution, the use of technology, conservation and America's participation in two world wars. They study America's change from an agricultural society to an urban and industrialized one. They examine the genius and perseverance of the individuals who, through scientific inventions and innovations, managed to change life in America. They discover how Americans developed an awareness of the environment and the need for conservation, illustrated by the establishment of the national park system.

> . . . (Students) examine the genius and perseverance of the individuals who managed to change life in America.

Students see the resiliency and patriotic spirit of Americans as they examine life during World War I, the Depression and World War II. The growth of the United States as a world power leads them to recognize their own social and personal responsibilities for the general welfare of humankind and the necessity for preserving our common values. Teachers delineate responsibilities as citizens and explain services provided by government.

FLORIDA STUDIES
From Rural Florida to Modern Florida highlights the Spanish- American War, Florida's role in the World Wars as a training center for both troops and pilots (Pensacola, Key West), a shipbuilding center (Jacksonville, Tampa) and the growth of commercial aviation.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE
Hannah's Fancy Notions (Ross)
Horatio Alger stories
One Bad Thing About Father (Monjo)
Strawberry Girl (Lenski)
Tin Lizzie (Spier)
War Nurses (Cosner)
stories about: Great Depression, Roaring Twenties, Rosie the Riveter

Biographies
Eli Whitney
Wilbur and Orville Wright
Thomas Edison
Henry Ford
Alexander Graham Bell
Samuel Morse
Andrew Carnegie
John D. Rockefeller
Teddy Roosevelt
John Muir
Franklin D. Roosevelt
Charlie Chaplin
Will Roger
Helen Keller
Marjorie Kinnan Rawlings

MUSIC
"In My Merry Oldsmobile"
"In the Good Old Summertime"
"Marching Home"
"Sidewalks of New York"
"When Johnny Comes Marching Home Again"
ragtime and jazz

ART
Let Us Now Praise Famous Men
Marine Memorial (Iwo Jima)
Posters - early minstrel shows and early movies

SUFFRAGE / CIVIL RIGHTS / FEMINIST MOVEMENT

The unit on reform movements - suffrage, civil rights and feminism - considers the problems of minorities and their hard-fought battles for equality. Teachers help students draw comparisons between the plight and treatment of African Americans, Native Americans, immigrants from

> . . . problems of minorities and their hard-fought battles for equality.

Latin American nations, women and other minority groups. They examine the Constitution and its guarantee for civil liberties, and then use problem-solving models to explore alternative solutions to resolve social conflicts while providing for the welfare of all parties.

FLORIDA STUDIES

Civil Rights in Florida elaborates on the civil rights movement - demonstrations in Tallahassee, St. Augustine and Daytona Beach, the desegregation of schools and military bases, aging, and the continuing problems of minority groups.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE

Ain't I a Woman? (Truth)
Don't Ride the Bus on Monday Morning (Meriwether)
Indian in the Cupboard (Reid Banks)
Little Women (Alcott)
Petticoat Politics (Faber)
Racing the Sun (Pitts)
Roll of Thunder, Hear My Cry! (Taylor)
Sounder (Armstrong)

Biographies

Susan B. Anthony
Elizabeth Cady Stanton
Jane Addams
Elizabeth Blackwell
Amelia Earhart
A. Philip Randolph
Zora Neal Hurston
W. E. B. DuBois
Martin Luther King, Jr.
Jackie Robinson
Mary McLeod Bethune
Rosa Parks
Langston Hughes
Rudolfo Gonzales
César Chávez

MUSIC

"Kum Ba Yah"
"Old Joe Clark"
"Lift Every Voice and Sing"
"This Little Light of Mine"
"We Shall Overcome"

ART

Jacob Lawrence (paintings)
Photos of the 60s (Life Magazine)

GOVERNMENT/ECONOMY/IMMIGRATION/GROWTH/EDUCATION

Teachers give students opportunities to practice responsible citizenship. . .

In this final unit, teachers and students examine contemporary problems in both the United States and Florida and suggest their possible solutions. Students select and examine a problem or issue and, based upon the vision of democracy which seeks to guarantee liberty, justice and equality, use problem-solving models to determine a possible course of action. Teachers give them opportunities to practice responsible citizenship and seek resolutions for identified problems.

Teachers focus attention on the function and structure of both national, state and local governments. They encourage a comparison of candidates for elective office for their stands on issues. Students examine taxes, services provided by each level of government, laws made by each level of government, and what is each citizen's responsibility in providing for the common defense and promoting the general welfare.

FLORIDA STUDIES

Florida Problems of Today and Tomorrow demand an examination of:

- local and state government
- conservation, land use and protection of our natural resources (Lake Okeechobee, off-shore drilling, oil spills)
- tourism
- the abundance of service-related jobs in Florida, changing lifestyles, entrepreneurship, competition, multiple work skills needed by each person and economic growth
- population growth and its impact on the environment, the economy, and the educational system
- demographics
- the complex ethnic, religious and linguistic features related to the current Hispanic immigration to Florida

Humanities Correlation

Some examples of literature and music related to this unit:

LITERATURE

Biographies	Poetry
Marjorie Stoneman Douglas Walt Disney John Young José Marti Toussaint L'Ouverture current political leaders	I Am an American (Lieberman)

MUSIC

"Let There Be Peace on Earth"
"This Is My Country"
"You're a Grand Old Flag"
"This Land Is Your Land"

Thinking Skills

Throughout the year of study, teachers have students observe, identify, order, describe, classify, draw conclusions, distinguish between fact and opinion, determine cause and effect, analyze information and relationships, infer, predict outcomes, evaluate data, make decisions and use problem-solving models. Comprehension of content is demonstrated and evaluated through participation in a research-based project at the end of each unit of study. Evidence is exhibited through role-playing, debate, problem solving, civic involvement, field trips and interviews.

CONNECTIONS

Anthropology - Studies the impact of individuals from many cultures and their effect in shaping the history of the United States and Florida since 1880

Sociology - Continues the study of the interaction of people and their ideas with a focus on the causes and possible solutions of present and future problems in both the United States and Florida

History - Presents a chronological, topical study of United States and Florida history from Reconstruction to the present; continues development of skills related to time (time lines, time zones, decades, centuries)

Geography - Addresses the impact of both physical and cultural geography on transportation, patterns of movement, immigration, urbanization, environment, use and abuse of land, and other contemporary issues; continues skills related to location and direction (latitude/longitude), maps and charts (special purpose maps, scale, complex tables, flow charts)

Economics - Reinforces basic economic concepts and presents concepts of entrepreneurship, changing lifestyles and multiple work skills - elements needed for a growing economy

Political Science - Introduces purposes and functions of the United States government, including the guarantees of civil liberties, the resolution of social conflicts and the provision for various services; clarifies services and responsibilities of different levels of government and different forms of taxation; provides for a study of local and state government

Ethics/Values - Continues the study of American values and each citizen's responsibility for the general welfare, leading to conclusions about personal obligations in maintaining social order and participating in social or political groups

Humanities - Continues to explore American decorative arts, fine arts, music (blues, ragtime, jazz, rock and roll), modern literature and drama

Thinking Skills - Includes reinforcement of the ability to observe, identify, order, describe, classify, draw conclusions, distinguish between fact and opinion, determine cause and effect, analyze information, infer, predict outcomes, and synthesize

Synthesis of Learning - Demonstrates comprehension of content from each unit of study through participation in a research-based project. Presents evidence through role playing, debate, problem solving, civic involvement, field trips and interviews

LINK TO OTHER DISCIPLINES

- **Mathematics** - time lines, graphs, charts
- **Science** - impact of technology on society
- **Language Arts** - all forms of American prose and poetry
- **Physical Education** - today's "living healthy" lifestyle
- **Foreign Language** - Spanish

LINK TO GRADE 6

Using the cycle of recurring themes, students now examine the places visited in kindergarten (Asia, Oceania and Africa), but this time from a geographic perspective.

OVERVIEW

MIDDLE SCHOOL
GRADES 6 - 8

COURSES OF STUDY

Grade 6 GEOGRAPHY: ASIA, OCEANIA AND AFRICA
- The Indian Subcontinent
- The Orient
- Australia
- Micronesia, Melanesia and Polynesia
- Sub-Saharan Africa
- North Africa and Southwest Asia

Grade 7 GEOGRAPHY: EUROPE AND THE AMERICAS
- Eastern Europe and the Euro-Asian countries
- Western Europe
- Anglo-America
- Latin America
- Caribbean

Grade 8 FLORIDA: CHALLENGES AND CHOICES
- The Environment
- The People -
- Economic Development

RATIONALE

> "As a subject for study in the schools and as a scientific mode of inquiry, geography provides an effective method for asking questions about places on the earth and their relationships to the people who live in them. It involves a pattern of inquiry that begins with two essential questions: Why are such things located in those particular places and how do those particular places influence our lives. . . "(Guidelines, 1984, p. 2).

The courses of study in the middle grades (6-8) provide teachers and students the opportunity to develop broad geographic and multicultural perspectives. Well-educated people need these perspectives to understand

. . . to respect diversity, to protect and maintain a viable environment and to find ways to ensure a quality of life for themselves and others.

the global connections that are a part of their lives. Students must learn to respect diversity, to protect and maintain a viable environment and to find ways to ensure a quality of life for themselves and others. In these courses of study, teachers give them opportunities to integrate information and apply decision-making and problem-solving techniques to achieve these goals.

Although there are other models for studying geography, this three year study employs the five themes identified by Geographic Education National Implementation Project (GENIP) and outlined in Guidelines for Geographic Education (1984) as well as the work of C. L. Salter. This model involves students in a systematic observation and analysis of humans and their environment. The themes of this model are

location - position on the Earth's surface, both absolute and relative
place - description according to physical and cultural characteristics
human-environment interactions - relationships within places
movement - circulation of people, goods and ideas
region - construction and use of a unit for areal study

In the courses of study for grades 6-8, students examine six areas: Asia, Oceania, Africa, Europe, the Americas and Florida. The large land areas studied in grades 6 and 7 fit the pattern of recurring themes in the K-12 program of study. In this sequence the study moves from those physical and cultural areas least familiar to areas of more familiarity.

Its physical location, burgeoning population and fragile environment establish Florida as a microcosm of the world.

Students are more likely to understand global events if they explore these events in relation to where they live and the way in which they live (Charles, 1985). Florida, therefore, has been identified as the area for study in grade 8. Its physical location, burgeoning population and fragile environment make it a microcosm of the world. The parallels between Florida's critical political and economic issues and those facing the rest of the world include conservation, pollution, growth, declining resources and quality of life, growth management, social interest versus societal needs, social problems of a growing population, and increasing cultural pluralism.

DEVELOPMENTAL AND INSTRUCTIONAL CHARACTERISTICS

Students between the ages of ten and fourteen are characterized by their inconsistencies in emotional, social and intellectual behaviors. They are making the transition from thinking predominately in concrete terms to thinking in abstract terms.

Geography as an integrative study is useful from a variety of perspectives. It brings order to the cognitive chaos of the middle grades child because it employs a systematic process of observation and analysis. Students operating at a variety of intellectual stages have a need to follow established patterns, schema and organizing structures. "Data indicates that on the average, about 5% of 11 year olds, 12% of 12 year olds, 20% of 13 year olds and 24% of 14 year olds can actually do formal (abstract) thinking at those respective ages" (Toepfer, 1988, p. 111). Using a systematic approach can take advantage of this developing ability for abstraction and enhance the learning process for adolescents who are unsure of their place in the world.

(Geography) brings order to the cognitive chaos of the middle grades child because it employs a systematic process of observation and analysis.

Students at this age are curious about themselves and wonder if they are alone in their feelings or if others also feel the same. A study of various cultures helps them see similarities and differences between themselves and others and helps them develop a better perspective of their own use of space and their culture. Attention should be given to language; religion; art, music and architecture; food preferences and clothing; family structures; roles of women, minorities, children and the elderly; economic activities and the use of resources; and interrelationships with other nations and cultures. "Helping learners identify and relate to global and human needs is particularly well-suited to middle level social studies programs" (Toepfer, p. 112) .

INSTRUCTIONAL STRATEGIES

As middle grade students move from the concrete to the abstract, they learn best through active involvement in instruction. The effective teacher uses a variety of approaches to provide them with opportunities for applying skills and factual knowledge, for gaining greater understanding of content, and for understanding cause and effect relationships. Some teaching techniques are especially appropriate in courses with a global perspective - **audio-visual** materials including video and computer technologies, which show people and places in realistic detail; **brainstorming**, which allows students free expression and is particularly suitable for problem solving; **case studies**, which allow students to analyze, synthesize, and make judgments; **community resource persons**, which allow people from the local community representing various ethnic experiences to share information about other cultures; **cooperative learning**, which allows students to learn from one another and work together; **debating**, which allows students to research, develop and articulate various viewpoints; **demonstrations**, which allow students to experience customs of other cultures; **discussion**, which allows them to use information to arrive at understanding; **lecture**, which presents quantities of information in a relatively short period of time; **role playing** and **simulations,** which allow students to take on the characteristics of other people; and **retrieval charts**, which allow students to organize a series of unrelated facts to see patterns.

PURPOSE

The middle grades geography sequence employs a systematic process of observation and analysis of the physical and cultural world by which students learn to think geographically. They examine the relationships that exist between the natural world and humans, explore a variety of diverse cultures, acquire a sense of empowerment about participating in contemporary issues and recognize the need for ethical standards (NCSS, 1990).Through the use of geographic themes they recognize that

- the world can be better understood by using region as a process of dividing the world into more manageable areas for study.
- every place on Earth has both an absolute and relative location position.
- every place on Earth is defined in terms of its physical and cultural characteristics.
- human beings interact with their environment, and their behaviors modify and are modified by their environment.
- people, ideas, and goods and services move throughout the world resulting in interdependence.

Demonstration of acquired knowledge, skills and attitudes is evidenced by the students being able to answer the following questions:

WHERE AM I IN THE WORLD?

HOW ARE PEOPLE ALIKE AND HOW ARE PEOPLE DIFFERENT?

WHAT IS THE PHYSICAL NATURE OF THE WORLD?

WHY DO PEOPLE LIVE AND BEHAVE AS THEY DO?

WHERE ARE PHENOMENA LOCATED ON THE EARTH'S SURFACE?

WHY ARE PHENOMENA LOCATED WHERE THEY ARE?

WHY DO NATIONS WANT CONTROL OF THE SAME TERRITORY?

WHY DOES CULTURAL CONFLICT EXIST?

HOW HAS CHANGE OCCURRED OVER TIME IN THE REGION?

WHAT ARE THE CHALLENGES TO MY WORLD, NATION, STATE AND COMMUNITY?

WHAT AVENUES ARE OPEN TO ME IN ADDRESSING THESE CHALLENGES?

WHAT ROLE WILL I PLAY AS A WELL-EDUCATED PERSON OF THE WORLD, NATION, STATE AND COMMUNITY IN MEETING THESE CHALLENGES?

CONTENT

The six areas of study chosen for the three-year geography sequence are Asia, Oceania and Africa for grade 6; Europe and the Americas for grade 7; and Florida for grade 8. Each of these six areas is observed and analyzed in terms of absolute location; the characteristics of place; their human-environment interactions; the movement of people, ideas and goods; and region. This helps students examine the relationships within and between cultures and societies, encourages the development of personal and social identities and contributes to the understanding of human behavior.

Students develop investigative, evaluative and interpretative skills as well as the ability to formulate generalizations based on specific data. They learn to observe and ask "where" and "why" questions and to suggest solutions to problems. Through the use of maps, atlases, current affairs publications, software and videodiscs, they gain a better understanding of the interrelationships between humans and their environment.

> They learn to observe and ask "where" and "why questions and to suggest solutions to problems.

CURRICULUM INTEGRATION

As with all levels of instruction, the courses of study in grades 6-8 provide opportunities for the integration of the middle grades curriculum. Developing a geographic perspective involves the examination of physical, economic, historical, political, social and behavioral concepts. This study emphasizes the importance of foreign language studies and the existence of the performing and fine arts as expressions of the human condition. It uses communications and computational skills as tools of observation and analysis and illustrates that an understanding of scientific investigation leads to answers to contemporary problems. Integrating geography and a multicultural perspective with the sciences and the arts prepares students for living in an interdependent world.

GRADE 6
GEOGRAPHY: ASIA, OCEANIA AND AFRICA

Grade 6 begins the systematic observation and analysis of the world using the five geographic themes of location, place, human-environment interactions, movement and region to develop a global perspective. Because "education should not be conceived as the warehousing of isolated facts, but as the progressive construction of understanding" (Parker, 1989, p. 39), this year of study is more than identifying place and location. Students explore the characteristics of a place - its language, religion, culture - and the interactions between humans and their environment. Teachers engage them in discussions of how and why some resources are used, the economic benefits or losses associated with production and the reasons for global interdependence. They examine cultural conflict and learn about and discuss men and women who shaped, for good or ill, the character of each area of the world.

Students explore the characteristics of a place - its language, religion, culture...

MAJOR UNITS OF STUDY

- The Indian Subcontinent
- The Orient
- Australia
- Micronesia, Melanesia and Polynesia
- Sub-Saharan Africa
- North Africa and Southwest Asia

LINK TO VISION

This course of study provides greater exposure to and study of other cultures and geographic areas and presents a process for students to acquire and organize information about places, people and culture. It helps them develop a sense of where they are in time, in space and in culture, as it continues to reinforce their sense of personal and social identity.

LINK TO K-5

Students begin the cycle of recurring themes and study the places visited in the primary grades as they continue to expand their awareness of our interdependent world.

COURSE OF STUDY

The three **areas** selected for study in grade 6 represent the application of the following criteria. They

- contain large discrete land and water areas.
- are culturally diverse for purposes of comparison.
- are non-Western.
- fit the recurring pattern of the program of study.

The **units** selected for study in these three areas represent the application of the following criteria. They

- share cultural characteristics that are more similar than dissimilar.
- are traditionally recognized as a region.
- fit and expand upon the recurring pattern of the program of study.
- aid in the development of a global perspective.

The **topics** selected for study in these units represent the application of the following criteria. They

- address a variety of social science disciplines.
- contain nontraditional elements.
- present a multicultural and global perspective.
- provide discrete examples for comparison.
- help students understand the concept of region and how or why regions are classified that way.
- identify a relevant geographic theme for the unit.

AREA OF STUDY: ASIA

UNIT: **THE INDIAN SUBCONTINENT**

TOPICS:
Rivers, Landforms and Climate
British Colonialism
Social Class
Economic Change
Tradition
Religion

UNIT: **THE ORIENT**

TOPICS:
Population
Urban vs Rural
Revolution
Nature and Human Behavior
Changing Social Roles
Economic Activity and the Work Ethic
Climate

AREA OF STUDY: OCEANIA

UNIT: **AUSTRALIA**

TOPICS:
Islands and Continent
Migration
Urbanization
Federalism (Island Nations)
Acculturation
Political Geography

UNIT: **MICRONESIA, MELANESIA AND POLYNESIA**

TOPICS:
Islands and Continent
Acculturation
Urbanization
Federalism (Island Nations)
Migration
Political Geography

AREA OF STUDY: AFRICA

UNIT: **SUB-SAHARAN AFRICA**

TOPICS:
Uneven Economic Development
Colonialism and Nationalism
Apartheid and Tribal Conflict
Savannas and Rainforests
Artistic Expression
Ethnic Diverstiy
Desertification - Sahel

UNIT: **NORTH AFRICA AND SOUTHWEST ASIA**

TOPICS:
Location: Crossroads
Ethnic Identification
Monotheistic Religions
Climate
Consequence of Colonialism
Family and Social Customs
Economic Activity

INSTRUCTIONAL PROCESS

Teachers have students investigate systematically each of these units using the themes of **location, place, human-environment interactions, movement and region.** *The degree of emphasis on the five themes varies with the area of the world being studied and the intent of the teacher-geographer.*

Location - Absolute and Relative

The importance of location on Earth's surface is examined to enhance the understanding of site-situation relationships. Reviewing geographic skills enables students to begin their analysis of the regions. **Use of appropriate place names is necessary for intelligent discussion and comprehension of the regions.** Students use coordinates of latitude and longitude to identify the absolute location of any place and to measure distances between places. They come to understand the significance of spatial relationships and learn to articulate the location of any place in terms of its relation to surrounding areas. A location may be *near, around or far* from another location. Within this theme, questions for examination might include:

- Where is a place located?
- What is it near?
- What direction is it from another place?
- How does the location of a place affect its economic development? its social development? its political development? its historical development?

Place

> Its character is observed in terms of the local features and elements found there singularly and in combination.

All places on Earth are described in terms of their physical and cultural characteristics. To know a place is to understand more than its absolute and relative location. Its character is observed in terms of the local features and elements found there singularly and in combination. These include the flora and fauna, architecture, art, music, language, religion, traditions, food preferences, recreational activities, landforms, climate, and economic, social and political organizations. Within this theme, questions for examination might include:

- How does the architecture of a place reflect its culture?
- What languages are spoken by the people of a place?
- How have humans shaped the landscape of a place?
- What kind of clothing is worn by the people of a place?
- How have the climate, soil and landforms of a place affected its social development? its economic development? its political development? its historical development?

Human-Environment Interactions

The way people interact with each other and with their environment is an important geographic theme. Customs, traditions and values are influenced by and influence the decisions that people make in the adjustment to and the modification of their environment. History, race, language, settlement patterns, religion, and political and economic activities all have a geographic base that helps to shape and mold individuals and society. Teachers assist students in recognizing that places with similar physical environments can be diverse culturally. They learn that selective adaptation, as well as change over time, results in diverse human characteristics in otherwise similar physical settings. They come to understand that as human groups interact with their environment, both exert mutual influence and modification on one another. Within this theme, questions for examination might include:

- How have humans changed a place to meet their needs?
- How are the natural resources of a place used?
- What political or economic decisions have people made to preserve a place?
- How has the environment been used in other times?
- What are the consequences of human actions on the environment?
- Why do people occupy places unevenly in the region?

. . . places with similar physical environments can be diverse culturally.

Movement - Humans Interacting on the Earth

Human and non-human resources are not evenly distributed on Earth. People in search of economic, political or human resources migrate from one place to another. Goods and services are exchanged so that people in one area can satisfy economic wants by sharing resources with people in another area. This movement of people, goods and services results in the spread of ideas, values and behaviors. These exchanges occur on a daily basis and, aided by transportation and communication systems, result in the interdependence that exists in the global village. The study of natural disasters, persecution, natural migration, diffusion, assimilation, adaptation, rejection, the location of economic activities, resources of an area, supply and demand, systems of production, livelihoods, distribution patterns, and transportation and communication systems all express the interactions between humans. Within this theme, questions for examination might include:

- What resources do the people of the place share?
- How are people of the place dependent on others in the world?
- What are the methods of moving people, goods and ideas in this place?
- Why have people, goods or ideas moved to or from a place?
- How has the movement of people, goods or ideas affected political or economic decisions in this place?

Region

> This process divides the world into manageable parts for the purpose of study.

The concept of region represents a process geographers use to examine, define, describe, explain and analyze the physical and human environment (Salter, 1987). This process divides the world into manageable parts for the purpose of study. Teachers help students understand that geographers define regions in terms of *physical criteria* such as climate, topography, flora and fauna, soils, water sources, landforms, and location and *cultural criteria* such as race, religion, language, population characteristics, family structure, food preferences, customs, economic activity, and political divisions. These may appear arbitrary until clarified by the geographer. Teachers who adopt this process move students from knowledge of specific places to knowledge of the world. In short, they present and encourage a global perspective. Within this theme, questions for examination might include:

- How can the Earth be divided into regions for study?
- What are the unique physical characteristics of this region?
- What are the distinguishing cultural characteristics of this region?

HOW ARE THE THEMES USED?

As students are involved in exploring each topic, the use of the themes is determined by each teacher-geographer. One or more themes can be used effectively. For example, when studying the topic **Social Class** in the unit on The Indian Subcontinent, the theme *PLACE* focuses on traditions and social organization, and the theme *HUMAN-ENVIRONMENT INTERACTIONS* focuses on religion and political and economic activities. What is important is that students realize the geographic factors inherent in each topic.

Humanities Correlation

Some examples of literature, music, art and architecture related to these units:

ASIA AND OCEANIA

LITERATURE

Aku-Aku (Heyerdahl)
Around the World in Eighty Days (Verne)
Bhagavad Gita
Birth of an Island (Selsam)
Call It Courage (Armstrong)
Cat Who Went to Heaven , The (Coatsworth)
Kites (Yolen)
Kon-Tiki (Heyerdahl)

Samurai Warriors (Roberts)
The Land I Lost: Adventures of a Boy in Viet Nam (Nhuong)
Women and Family in the Middle East: New Voices of Changes (Fernea)
Haiku

Biographies

Indira Ghandi
Confucius
Mother Theresa
Golda Meir
Mohandas Ghandi
Mao Zedong
Akbar
Buddha

MUSIC

Ravi Shankar

ARCHITECTURE

Taj Mahal
Great Wall of China
Potola
Angkor Wat

AFRICA

LITERATURE

After the Last Sky (Said)
Arab and Jew: Wounded Spirits in a Promised Land (Shipler)
Bedouin, The (Kay)
Cry, the Beloved Country (Paton)
Kaffir Boy (Mathabane)
Mufaro's Beautiful Daughters (Steptoe)
Peoples of Kenya, The (Adamson)
Poems of Black Africa (Soyinka, Ed.)
Serengeti Shall Not Die (Grzimek)
Through African Eyes (Clark, Ed.)
Wrestling Match, The (Gilroy)

Biographies

Jomo Kenyatta
Nelson Mandela
Steven Bico
Haille Selasie
Paul Kruger
Ikhnaton
Sundiata
Miriam Makeba
Anwar El Sadat
Mohammed
Cleopatra
Gamal Abdel Nasser

ARCHITECTURE

Pyramids
Great Sphinx
Temple of Karnac
Zimbabwe

MUSIC

African Noel
Mangwani Mpulele
African griots

CONNECTIONS

Anthropology - Analyzes the formation and function of major social institutions in societies

Sociology - Analyzes major social institutions including education, family, religion, government, and economy and the interaction of individuals within a group setting and between groups

History - Aids in the understanding of where and why the events of the past took place

Political Science - Provides opportunities for the study of how power is acquired, maintained and used in various cultures

Economics - Examines basic economic principles, the way societies allocate and use resources and explores the reasons for and the consequences of economic decisions

Ethics/Values - Emphasizes the social responsibility of citizens of various cultures and societies and explores traditional values that shape societies

Humanities - Uses literature, art and music to illustrate the norms and mores of cultures and societies

LINK TO OTHER DISCIPLINES

- **Mathematics** - Interprets statistical data though charts, graphs, maps and other graphic representations
- **Science** - Demonstrates a practical application of the scientific method on social science content, especially geology and biology
- **Language Arts** - Provides for development and practice of reading, writing and oratorical skills
- **Foreign Languages** - Presents opportunities to explore the diverse languages of the people of each region

LINK TO GRADE 7

Students continue to observe and analyze their physical and cultural world.

GRADE 7
GEOGRAPHY: EUROPE AND THE AMERICAS

Grade 7 completes the study of the major land areas using the five geographic themes of location, place, human-environment interactions, movement and region. Teachers have students analyze both physical and cultural aspects, employing more than the identification of location, resources, products or people of a region. At this age, students understand the elements of the environment and can be helped to see their relationship (Rodgers, 1986). They explore the unique characteristics of each place - its languages, religions, cultures. They discover how these regions have changed over time and how each affects their world.

> . . . how these regions have changed over time and how each affects their world.

MAJOR UNITS OF STUDY

- Eastern Europe and the Euro-Asian countries
- Western Europe
- Anglo-America
- Latin America
- Caribbean

LINK TO VISION

This course of study continues the process by which students acquire and organize information about places, people and culture and develop a sense of where they are in time, in space and in culture. It provides added information about people and cultures to reinforce their sense of personal and social identity.

LINK TO K-6

Students continue the process of observation and analysis of the physical and cultural world.

COURSE OF STUDY

The two **areas** selected for study in grade 7 represent the application of the following criteria. They

- fit the recurring pattern of the program of study.
- advance the development of a global perspective.
- provide the linkage for the program of study which follows.

The **units** selected for study in the two areas represent the application of the following criteria. They

- share cultural characteristics that are more similar than dissimilar.
- are traditionally recognized as a region.
- fit and expand upon the recurring pattern of the program of study.
- aid in the development of a global perspective.

The **topics** selected for study in the units represent the application of the following criteria. They

- address a variety of social science disciplines.
- contain nontraditional elements.
- present a multicultural and global perspective.
- provide discrete examples for comparison.
- help students understand the areas today and how or why they are classified that way.
- identify a relevant geographic theme for the unit.

AREA OF STUDY: EUROPE

UNIT: **EASTERN EUROPE AND THE EURO-ASIAN COUNTRIES**

TOPICS:
Location: The Shatterbelt
Nationalism/Ethnic Diversity
Environmental Problems
Trends in Political Thought
Economic Activity
Religion

UNIT: **WESTERN EUROPE**

TOPICS:
Location: Crossroads
Emigration
Nationalism
Industrialization
Physical Diversity
Art and Thought
Economic Unity/European Community

AREA OF STUDY: THE AMERICAS

UNIT: **ANGLO - AMERICA**

TOPICS:
Physical Diversity
Urbanization
Cultural Pluralism
Federalism
Mobility
Regionalism

UNIT: **LATIN AMERICA**

TOPICS:
Varied Environments
Ethnic Diversity
Social Structure
Uneven Economic Development
Religion
Urban Migration
Revolution
Immigration

UNIT: **CARIBBEAN**

TOPICS:
Coastlines and Islands
Ethnic Diversity
Political Instability
Island Economies
Outmigration

INSTRUCTIONAL PROCESS

Teachers have students investigate systematically each of these units using the themes of **location, place, human-environment interactions, movement and region.** *The degree of emphasis on the themes varies with the area of the world being studied and the intent of the teacher-geographer.*

Location - Absolute and Relative

. . . understand the significance of spatial relationships and learn to articulate the location of any place.

The importance of location on Earth's surface is examined to enhance the understanding of site-situation relationships. Reviewing geographic skills enables students to begin their analysis of the regions. **Use of appropriate place names is necessary for intelligent discussion and comprehension of the regions.** Students use coordinates of latitude and longitude to identify the absolute location of any place and to measure distances between places. They come to understand the significance of spatial relationships and learn to articulate the location of any place in terms of its relation to surrounding areas. A location may be *near, around or far* from another location. Within this theme, questions for examination might include:

- Where is a place located?
- What is it near?
- What direction is it from another place?
- How does the location of a place affect its economic development? its social development? its political development? its historical development?

Place

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- How does the architecture of a place reflect its culture?
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- What kind of clothing is worn by the people of a place?
- How have the climate, soil and landforms of a place affected its social development? its economic development? its political development? its historical development?

Human-Environment Interactions

The way people interact with each other and with their environment is an important geographic theme. Customs, traditions and values are influenced by and influence the decisions that people make in the adjustment to and the modification of their environment. History, race, language, settlement patterns, religion, and political and economic activities all have a geographic base that helps to shape and mold individuals and society. Teachers lead students in recognizing that places with similar physical environments can be diverse culturally. They learn that selective adaptation, as well as change over time, results in diverse human characteristics in otherwise similar physical settings. They come to understand that as human groups interact with their environment, both exert mutual influence and modification on one another. Within this theme, questions for examination might include:

- How have humans changed a place to meet their needs?
- How are the natural resources of a place used?
- What political or economic decisions have people made to preserve a place?
- How has the environment been used in other times?
- What are consequences of human actions on the environment?
- Why do people occupy places unevenly in the region?

Movement - Humans Interacting on the Earth

Human and non-human resources are not evenly distributed on Earth. People in search of economic, political or human resources migrate from one place to another. Goods and services are exchanged so that people in one area can satisfy economic wants by sharing resources with people in another area. This movement of people, goods and services results in the spread of ideas, values and behaviors. These exchanges occur on a daily basis and, aided by transportation and communication systems, result in the interdependence that exists in the global village. The study of natural disasters, persecution, natural migration, diffusion, assimilation, adaptation, rejection, the location of economic activities, resources of an area, supply and demand, systems of production, livelihoods, distribution patterns, and transportation and communication systems all express the interactions between humans. Within this theme, questions for examination might include:

- What resources do the people of the place share?
- How are people of the place dependent on others in the world?
- What are the methods of moving people, goods and ideas in this place?
- Why have people, goods or ideas moved to or from a place?
- How has the movement of people, goods or ideas affected political or economic decisions in this place?

This movement of people, goods and services results in the spread of ideas, values and behaviors.

Region

The concept of region represents a process geographers use to examine, define, describe, explain and analyze the physical and human environment (Salter, 1987). This process divides the world into manageable parts for the purpose of study. Teachers help students understand that geographers define regions in terms of *physical criteria* such as climate, topography, flora and fauna, soils, water sources, landforms, and location and *cultural criteria* such as race, religion, language, population characteristics, family structure, food preferences, customs, economic activity, and political divisions. These may appear arbitrary until clarified by the geographer. Teachers who adopt this process move students from knowledge of specific places to knowledge of the world. In short, they present and encourage a global perspective. Within this theme, questions for examination might include:

- How can the Earth be divided into regions for study?
- What are the unique physical characteristics of this region?
- What are the distinguishing cultural characteristics of this region?

HOW ARE THE THEMES USED?

As students are involved in exploring each topic, the use of the themes is determined by each teacher-geographer. One or more themes can be used effectively. For example, when studying the topic **Cultural Pluralism** in the unit on Anglo-America, the theme *PLACE* focuses on the art, music, language, tradition and food preferences of many cultural groups, and the theme *MOVEMENT* focuses on natural migration, persecution, diffusion and assimilation. What is important is that students realize the geographic factors inherent in each topic.

> What is important is that students realize the geographic factors inherent in each topic.

Humanities Correlation

Some examples of literature, music, art and architecture related to this unit:

EUROPE

LITERATURE
Aesop's Fables (McGovern)
Black Death, The (Day)
Hans Brinker or The Silver Skates (Dodge)
Knights (Cornin)
Princesses (Levite and Moore)
Snow Treasure (McSevigan)

Biographies

Margaret Thatcher
Pope Paul II
Dag Hammarskjold
Michail Gorbachev
John Paul Sartre
Queen Victoria
Marie Curie
Francisco Franco
Joseph Stalin
Helmut Kohl
Otto von Bismarck
Napoleon Bonaparte
Winston Churchill
Charlemagne
Adolf Hitler
Vidkin Quisling
Marshall Tito
Lenin

MUSIC

Andrew Lloyd Weber
Frederick Chopin
Rimsky-Korsakoff
Andres Segovia
Sibelius

ART AND ARCHITECTURE

Stonehenge
Eiffel Tower
Chartres Cathedral
Pantheon
Carcassonne
Roman Colosseum
Parthenon
Pablo Picasso

ANGLO-AMERICA

LITERATURE

America ,The (Lye)
Defenders, The (McGovern)
Destination Antarctica (Swan)
Fools of Chelm and the Stupid Carp, The
Jack London's Stories of the North (London)
Kavik, The Wolf Dog (Morey)
North American Indian Survival Skills (Liptak)
Plain Girl (Sorensen)
Scorpions (Myers)
Sounder (Armstrong)

Biographies

Issac Bashevis Singer
Sandra Day O'Conner
Martin Luther King
Lee Iacocca
Ralph Nader
Andrew Carnegie
Eleanor Roosevelt
Carl Sandburg

MUSIC

Aaron Copeland
Elmer Bernstein
Irving Berlin
George & Ira Gerswhin

ART AND ARCHITECTURE

Andrew Wyeth
Georgia O'Keefe
Louise Nevelson
I. M. Pei
Sears Tower
Gateway Arch

LATIN AMERICA/CARIBBEAN

LITERATURE

Columbus and the World Around Him (Meltzer)
King of the Mountains: A Treasury of Latin American Folk Stories (Jagendorf and Boggs)
Tales From Silver Lands (Finger)

Biographies

Simon Bolivar
Fidel Castro
Toussaint L'Ouverture
San Martin
Pierre Toussaint
Eva Peron
Montezuma II

MUSIC

Don Rodrigo
Alberto Ginastera
folk songs and dances of the Americas (OAS)
tango, rhumba, samba
corridos
reggae

ART AND ARCHITECTURE

Machu Picchu
Diego Riviera
David Sequeiros
Maria Nunez del Prado
Sao Francisco Church
La Citadelle
Demi

CONNECTIONS

Anthropology - Analyzes the formation and function of major social institutions in societies
Sociology - Analyzes major social institutions including education, family, religion, government, and economy and the interaction of individuals within a group setting and between groups
History - Aids in the understanding of where and why the events of the past took place
Political Science - Provides opportunities for the study of how power is acquired, maintained and used in various cultures
Economics - Examines basic economic principles, the way societies allocate and use resources and explores the reasons for and the consequence of those economic decisions

Ethics/Values - Emphasizes the social responsibility of citizens of various cultures and societies and explores traditional values that shape societies

Humanities - Uses literature, art and music to illustrate the norms and mores of cultures and societies

LINK TO OTHER DISCIPLINES

- **Mathematics** - Interprets statistical data though charts, graphs, maps and other graphic representations
- **Science** - Demonstrates a practical application of the scientific method on social science content, especially biology and geology
- **Language Arts** - Provides for development and practice of reading, writing and oratorical skills
- **Foreign Languages** - Presents opportunities to explore the diverse languages of the people of each region

LINK TO GRADE 8

Through a systematic analysis, students acquire a sense of the world in time and space and an awareness of the interrelatedness of cultures and countries of the world. They are prepared to observe and analyze issues that are important in their own culture.

GRADE 8
FLORIDA: CHALLENGES AND CHOICES

> "If one assumes that America in the future will consist of a rapidly aging white population, a large but stable black population, a rapidly increasing, diverse and youthful Asian and Hispanic population, a new blend of service and "high tech" jobs, rapid immigration from many nations, a declining base of middle class people of working age, transience and crime, environmental vulnerability, contrast in wealth, social systems that cannot keep up with growth, exciting new social and political innovation, and the agony of unfulfilled expectation, then Florida's the future of America, more than any other state" (Hodgkinson, 1988, p. 1).

This year of study engages students in examining topics, making informed judgments and applying problem-solving skills to address, ecological, political, economic and ethical issues that occur in contemporary society. With Florida as the point of reference, they use the five geographic themes of location, place, human-environment interactions, movement and region to explore topics, issues and relationships within and among local communities, between Florida and the southeastern United States, and between Florida and countries throughout the world. This course is not intended to follow a traditional Florida Studies curriculum. Students are expected to ask questions, collect and analyze data, propose solutions, and act to effect change as they meet the challenges of contemporary life and choose courses of action. In short, teachers encourage them to think globally and act locally.

. . . think globally and act locally.

While it is useful to teach about issues, an issues approach alone can be insufficient and shallow. When an issue has been identified, it has been isolated from the larger whole. It extends to represent a polarization of ideas and concerns (Charles, 1985). For an issue to be effective, it must be related to substantive content. Teachers, therefore, use the framework of physical, historical, cultural, political, and economic geography to focus on issues common to the local community, to Florida, to the nation and to the world. These connections between students and their community (local, state, world) help them to realize that the acquisition of knowledge is a prerequisite to making rational, informed decisions.

For an issue to be effective, it must be related to substantive content.

Teachers provide activities for the practice of critical thinking, decision-making and problem-solving skills. As responsible citizens, students evaluate alternatives, make choices according to commonly accepted social values and, importantly, understand the consequence of their choices. They apply their knowledge and understanding by preparing to vote ". . . performing community service, acting responsibly toward the environment, making wise decisions about saving and spending money, and staying informed on important social, political, legal and economic issues" (A Generaton Adrift, 1990, p.8).

As they grow in knowledge and skills, their appreciation and response to their world and to one another increases. Recognizing that there is no activity independent of values, it is important that teachers emphasize the concept of public virtue. The problem-solving opportunities inherent in this course of study provide practice in an essential aspect of citizenship - how to use political processes to effect change for the common good and to enhance the quality of their lives.

> ***We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and to know the place for the first time.***
>
> ***T. S. Eliot***

MAJOR UNITS OF STUDY

- The Environment: Challenges and Choices
- The People: Challenges and Choices
- Economic Development: Challenges and Choices

LINK TO VISION

This course of study provides greater understanding of the world through exposure to and study of those cultures and geographic areas that have influenced the development of Florida. It presents a process for students to acquire and organize information about places, people and culture and continues to develop their sense of personal and social identity by identifying, explaining, sympathizing, judging, deciding and acting on issues.

LINK TO K-7

Students complete the geographic study of the larger world, bring the focus back to the local community and apply previously acquired knowledge to solve complex issues.

COURSE OF STUDY

The **area** selected for study in grade 8 represents the application of the following criteria. It

- displays demographic characteristics that mirror contemporary concerns.
- is familiar for purposes of comparison.
- provides the possibility for students to effect change.
- fits the recurring pattern of the program of study.

The **units** selected for study in the this area represent the application of the following criteria. They

- focus on developing multiple geographic perspectives.
- allow for geographic observation and analysis.
- illustrate contemporary concerns.
- fit and expand upon the recurring pattern of the program of study.
- aid in the development of a global perspective.

The **topics** selected for study in these units represent the application of the following criteria. They

- address a variety of social science disciplines.
- present challenges relevant to contemporary life.
- help students understand Florida and global interdependence.
- present Florida in a multicultural and global perspective.
- provide opportunities for acquiring civic knowledge and applying civic values.
- encourage civic participation.

AREA OF STUDY: FLORIDA

UNIT: **THE ENVIRONMENT: Challenges and Choices**
(Focus: Physical Geography)

TOPICS: Unique Physical Characteristics
Renewable and Non-Renewable Resources
Land Use
Urban Growth and Developing Rural Areas
The Environmental Movement
Environmental Concerns: The Southeast and the Caribbean

Themes included in each topic:
The Role of the Individual
The Responsibility of Local and State Government

UNIT: **THE PEOPLE: Challenges and Choices**
(Focus: Historical and Cultural Geography)

TOPICS: Demographics
Cultural Pluralism
Ethnic Polarization
Migration
Public Services
People and the Law

Themes included in each topic:
The Role of the Individual
The Responsibility of Local and State Government

UNIT: **ECONOMIC DEVELOPMENT: Challenges and Choices**
(Focus: Economic and Political Geography)

TOPICS: Allocating Public and Private Resources
Poverty and the Affluent Economy
The Growth of International Trade
Economic Leader in the Caribbean

Themes included in each topic:
The Role of the Individual
The Responsibility of Local and State Government

INSTRUCTIONAL PROCESS

This course of study continues the use of five geographic themes - **location, place, human-environment interactions, movement and region** to examine and reflect on issues within the context of the community, state, nation and world. Geographical themes are particularly useful in helping students understand the ways in which our world is integrated. Teachers help them recognize that societies function successfully only when social, political, economic and environmental systems are integrated. During this course the resources of the local environments - historic districts, museums, speakers, musicians, artists and writers - are used to enhance, interrelate and expand the student's knowledge and interest in the local community as well as the state, nation and world. As issues are being confronted, they derive benefit if connections are made between local issues and state issues and from state issues to national and international issues.

Geographical themes are particulary useful in helping students understand the ways in which our world is integrated.

Location - Absolute and Relative

The importance of location on Earth's surface is examined to enhance the understanding of site-situation relationships. Reviewing and extending geographic skills enables students to analyze the region. **Use of appropriate place names is necessary for intelligent discussion and comprehension of the region.** They also articulate the location of any place in terms of its relation to surrounding areas. Within this theme, topics for emphasis should include:

- Florida's absolute location
- Florida's relative location in the Caribbean Basin
- Florida's location in the Southeastern United States
- Florida's strategic location in relation to economic trade routes

Place

All places on Earth are described in terms of their physical and cultural characteristics. To know a place is to understand more than its absolute and relative location. Its character is observed in terms of the unique features found there singularly and in combination. Within this theme, topics for emphasis should include:

- natural and man-made features unique to Florida
- Florida's unique climate
- the effects, both positive and negative, of specific geographic features (ports, harbors, coastline, aquifer) on economic activity
- the relationships among Hispanic, African-American and indigenous cultures and historical development

- characteristics of the people reflected in political and social institutions

Human-Environment Interactions

. . . as human groups interact with their environment, both exert mutual influence and modification on one another.

The way people interact with each other and with their environment is an important geographic theme. Customs, traditions and values are influenced by and influence the decisions that people make in the adjustment to and the modification of their environment. History, race, language, settlement patterns, religion, and political and economic activities all have a geographic base that helps to shape and mold individuals and society. Teachers lead students in recognizing that places with similar physical environments can be diverse culturally. They learn that selective adaptation, as well as change over time, produces similar physical areas where human characteristics may be quite dissimilar. They come to understand that as human groups interact with their environment, both exert mutual influence and modification on one another. Within this theme, topics for emphasis should include:

- Florida's limited natural resources and the shaping and exploitation of the environment
- the steady growth of environmental awareness and concern in the state and in the world
- the growth of urban population and its impact upon resources and the natural environment
- cultural perspectives such as ethnocentrism, xenophobia and racism

Movement - Humans Interacting on the Earth

Human and non-human resources are not evenly distributed on Earth. People in search of economic, political or human resources migrate from one place to another. Goods and services are exchanged so that people in one area can satisfy economic wants by sharing resources with people in another area. This movement of people, goods and services results in the spread of ideas, values and behaviors. These exchanges occur on a daily basis and, aided by transportation and communication systems, result in the interdependence that exists in the global village . Within this theme, topics for emphasis should include:

- the physical movement of people to Florida
- the economic and cultural linkages between Florida and countries of the world
- the growth of technology and its effect on society
- development and its effect on social and political institutions
- assimilation versus pluralization
- the sense of responsibility for other human beings

Region

The concept of region represents a process geographers use to examine, define, describe, explain and analyze the physical and human environment (Salter, 1987). This process divides the world into manageable parts for the purpose of study. Teachers help students understand that geographers define regions in terms of *physical criteria* such as climate, topography, flora and fauna, soils, water sources, landforms, and location and *cultural criteria* such as race, religion, language, population characteristics, family structure, food preferences, customs, economic activity, and political divisions. These may appear arbitrary until clarified by the geographer. Teachers who adopt this process move from knowledge of specific places to knowledge of the world. In short, they present and encourage a global perspective. Within this theme, topics for emphasis should include:

- the physical environment of Florida
- cultural characteristics which identify Florida as a region

HOW ARE THE THEMES USED?

As students are involved in exploring each topic and the issues it generates, the use of the themes is determined by each teacher-geographer. One or more themes can be used effectively. For example, when studying the topic **Economic Leader in the Caribbean** in the unit on ECONOMIC DEVELOPMENT, the theme *LOCATION* focuses on Florida's location in the Caribbean Basin and its strategic location to worldwide trade routes, and the theme *MOVEMENT* focuses on cultural ties, migration, human resources and transportation systems. What is important is that students realize the geographic factors inherent in each topic.

> . . . the use of the themes is determined by each teacher-geographer.

Humanities Correlation

Some examples of literature, music, art and architecture related to this unit:

FLORIDA

LITERATURE
Barrel, The (Wier)
Caribbean (Michener)
Caring for the Aged (Zwanenberg)
Ironhead (Ellis)
Lions' Paw (White)
Margaret's Story, (Price)

Massacre Islet
Mexican (Mayberry)
New Kids on the Block: Oral Histories of Immigrant Teens (Bode)
Our Global Greenhouse (Koral)
River of Grass (Douglas)
Sand in Her Shoes (Lawrence)
Yearling, The (Rawlings)

Biographies

Zora Neal Hurston
Mary McCloud Bethune
A. Philip Randolph
William Chipley
Leroy Collins
John Ringling
Henry Flagler
Walt Disney
John D. McDonald
Marjorie Kinnan Rawlings
James Weldon Johnson
Henry Plant
T. Thomas Fortune
Claude Pepper

MUSIC

Jimmy Buffett
Mel Tillis
Gloria Estefan
Tom Petty
The Bellamy Brothers
Daelius

ART AND ARCHITECTURE

Frank Lloyd Wright
Florida Southern College
Whitehall
St. Augustine
Art Deco (Miami Beach)

CONNECTIONS

Anthropology - Analyzes the interactions among various human groups in Florida
Sociology - Analyzes interaction of individuals within a group setting and between groups
History - Creates a perspective for understanding why the events of the past took place
Political Science - Provides opportunities for the study of the application of power
Economics - Examines the way Florida allocates and utilizes resources and the consequences of those economic decisions
Ethics/Values - Emphasizes the social responsibility of citizens in Florida and explores traditional values that shape our society
Humanities - Uses literature, art and music to illustrate the norms and mores of our society

LINK TO OTHER DISCIPLINES

- **Mathematics** - Interprets statistical data though charts, graphs, maps and other graphic representations
- **Science** - Demonstrates a practical application of the scientific method on social science content, especially meterology, geology and biology
- **Language Arts** - Provides for development and practice of reading, writing and oratorical skill
- **Foreign Languages** - Presents opportunities to explore the diverse languages of the people of Florida

LINK TO GRADE 9

Students use the systematic analysis of world cultural regions (grades 6 and 7) and the more complex analysis of Florida and the issues its people face (grade 8) to add depth to the historical study of the world.

OVERVIEW

HIGH SCHOOL HISTORY SEQUENCE
GRADES 9 - 11

COURSES OF STUDY

Grade 9 EASTERN AND WESTERN HERITAGE

- Birth of Civilizations Throughout the World
- Four Classic Civilizations
- Emerging Civilizations
- Transitions: Renaissance, Reformation and Revolutions

Grade 10 VISIONS AND THEIR PURSUITS: AN AMERICAN TRADITION - U.S. HISTORY TO 1920

- Colonizations
- Revolutions
- Federalism and Nationalism
- Reforms and Reactions
- Transformations

Grade 11 VISIONS AND COUNTERVISIONS: EUROPE, THE UNITED STATES AND THE WORLD FROM 1848

- European Revolutions and Imperialism
- European Civil War: Regional Struggles and the Destruction of Colonialism
- Transforming the Vision: Domestic Policies
- Transforming the Vision: International Relations

F. S. 232.246 requires 1 credit in American History and 1 credit in World History. The above three (3) courses fulfill those statutory requirements. However, a student may meet the statutory requirements by taking a current 1.0 credit American History and 1.0 credit World History course.

RATIONALE

Grades 9 - 11 present an integrated sequence of study that takes the students from the beginnings of civilization to contemporary times. As a completed three-year sequence, it speaks to their need to have a cohesive, interrelated story that provides them with a frame of reference for understanding and acting on current and future domestic and international issues. No one-year course can enable them to "see" history in such a

> . . . it speaks to the students' need to have a cohesive, interrelated story . . .

manner. Indeed, as the Bradley Commission on Teaching History in Schools has suggested, our students need

> "American history to tell us who we are and who we are becoming; the history of Western civilization to reveal our democratic political heritage and its vicissitudes; world history to acquaint us with the nations and people with whom we shall share a common global destiny" (p. 7).

Therefore, this three-year sequence includes:

- one year of study focused on the foundations of civilizations throughout the world and the development of our Western heritage;
- one year of U.S. history focused on American development; and
- one year of modern European and world history from a U.S. perspective.

. . . only a unified, integrated sequence of study maintains historical integrity . . . .

This three-year sequence is a response to the need to have the general story of humanity related to the present in a form that presents the past and at the same time addresses the students' concerns about the contemporary world. While three individual courses of history may cover portions of the same chronology, only a unified, integrated sequence of study maintains historical integrity, corrects the omissions and distortions that have occurred in the portrayal of minority groups, provides an awareness and acceptance of the contributions of many cultures to our collective heritage, keeps in sight worldwide implications of events within the United States and, conversely, the impact of events in other countries of the world on the United States, connects our national pasts within the framework of a larger international setting (NCSS, 1989), and permits the discussion of broad, significant themes and questions .

DEVELOPMENTAL CHARACTERISTICS

Developmental theorists suggest that most students between the ages of 14 and 16 are capable of functioning at the level of formal operations. Grades 9 - 11 complete the transition from the use of narrative form to analytical operations. Beginning with the birth of civilizations, but centering ultimately on Europe and the United States, these grades provide a cohesive, integrated, comprehensive story and a sequential analytical treatment of human behavior in complex world developments. The courses of study provide opportunities to develop further the formal analysis of societies. They emphasize history as a discipline, providing models that include chronological, causal and thematic approaches.

INSTRUCTIONAL CHARACTERISTICS AND STRATEGIES

Even as a completed sequence, the courses of study omit materials that some teachers consider important. The omissions are serious but necessary. No course of study can cover all that is significant to all who study it. Any course or program of study that proposes to cover all material important to all people results in an accumulation of facts superficial to all. Students may choose to pursue in-depth studies in specific areas of interest through elective courses such as African-American History, Latin American History, Anthropology, Western Civilization, African History, Asian History and European History. The proposed courses of study provide sets of historical information that organize some of the history relevant to modern life. More important, however, is that students develop the skills and tools necessary for the study and understanding of history. The presentation of more facts to memorize is futile until they have the skills to understand and the tools to manipulate whatever facts teachers and textbooks present. As members of the Bradley Commission note:

No course of study can cover all that is significant to all who study it.

> ". . .that such study must reach well beyond the acquisition of useful information. To develop judgment and perspective, historical study must often focus upon broad, significant themes and questions, rather than short-lived memorization of facts without context. In doing so, historical study should provide context for facts and training in critical judgment based upon evidence, including original sources, and should cultivate the perspective arising from a chronological view of the past down to the present day. . . " (p. 7).

Just as the history sequence represents a more ambiguous process of analysis, the actual courses of study offer greater opportunities for the individual teacher to be selective and flexible with the content. The courses of study may be tailored to meet the needs and interests of specific classes. There are many other significant people, places and events from all over the world that they may choose to include. The ideas presented in this three-year course of study are less explicit, are not inclusive or exclusive, but are guidelines for the specific information that actually completes the units of study. Therefore, the sequence of study as outlined for grades 9 - 11 does not rely on a strictly chronological presentation.

. . . the actual courses of study offer greater opportunities for the individual teacher to be selective and flexible with the content.

Because the course structures are unconventional, the method of presentation differs from the traditional. While lecture still has its place in presentations, the courses of study require more emphasis on active participation and involvement. Teachers need to challenge students, both individually and collectively, to question and interpret the material. Cooperative learning which involves a mixture of students and methods reinforces the content. The content discourages reliance on a standard textbook and encourages the use of primary materials in conjunction with the works of recognized historians. In addition, technology - hardware, software, videodiscs (including the multi-media co-development projects through the Department of Education) and other media - provide viable strategies. Finally, the standardized, multiple-choice test as an assessment tool gives way to more flexible methods of assessing and rewarding the knowledge that the students have acquired.

The several "visions" offered in grades 10 and 11 present a series of interpretations available for criticism, example and analysis. Within the format of the "visions," the content extends concepts from earlier grades, allowing for a more complex and sophisticated treatment of material. History is no longer a collection of discrete facts, but "the progressive construction of understanding" (Parker, 1989, p. 41). Because the visions require an unconventional organization and presentation of material, teachers can marshall historical facts to advance historical thinking.

History is no longer a collection of discrete facts . . .

PURPOSE

By the end of the three-year sequence, the students possess

- a more refined awareness of where they are in space and in time;
- a recognition of the contributions of the many cultures of the world;
- a deeper understanding and acceptance of the diverse cultural heritage of the United States;
- the tools necessary to better assess the validity of the visions that guide the United States in the world today; and
- a better understanding of, and willingness to accept, the challenge of creating new visions for the United States in the world of the future.

Questions which appear in the elementary sequence of courses remain part of the students' educational experience. They have asked and in part answered:

WHO AM I?

WHERE AM I?

With the advent of these courses, they have a chance to ask, and at least partially answer, the more complex questions:

WHO ARE MY PEOPLE?

WHAT IS OUR CONNECTION TO THE PAST? TO THE PRESENT?

WHAT PATHWAYS FROM THE PAST TO THE FUTURE CAN WE IDENTIFY?
WHAT ASPECTS OF OUR PAST DO WE WANT TO TAKE WITH US?

CONTENT

With the birth of civilizations, students begin a three-year historical journey that exposes them, in the first year, to the origins of civilized societies around the world; the development of classical civilizations; the evolution of civilizations during the Middle Ages; and the emergence of modern humanity and modern manners. In the second year, they investigate the foundations and formation of the United States from European exploration through World War I by using five visions that serve as points of reference in the chronology of U.S. history. In the final year of the sequence, they study the mid-19th century to the present, examining world affairs from a U.S. perspective.

CURRICULUM INTEGRATION

As at all levels of instruction, the social studies in grades 9 - 11 provide ideal opportunities for teachers to integrate the high school curriculum. Not only does the study of history necessitate the examination of economic, geographic, sociological, anthropological and political factors, it also serves as the vehicle for emphasizing the importance of foreign language studies; reading, writing and comprehension skills; the mastery of basic mathematic and computational skills; an understanding of the significance and relationship of scientific investigation to humanity's search for answers to the basic questions of human existence; and an appreciation for the arts as expressions of human conditions. Perhaps it might be said that in no other single discipline do the students come face-to-face with the complexity of issues, the multiplicity of solutions and the interrelatedness of life as they do in the social studies curriculum, for rarely does the expression of the needs, wants and desires of humanity achieve such a fullness of expression.

> . . . students come face-to-face with the complexity of issues, the multiplicity of solutions and the interrelatedness of life . . .

GRADE 9
EASTERN AND WESTERN HERITAGE

This course is a chronological and topical study of civilizations. It traces the development of Eastern, Middle Eastern, African, Meso-American and European civilizations. After an examination of the history of early civilizations and their similarities and dissimilarities, the students focus their attention on four classic civilizations, tracing the development of intellectual, religious, social, political and economic patterns from their beginnings to the late Renaissance period. Teachers continue the use of narrative and biographical materials while at the same time introducing the analytical forms of writing commonly associated with the social sciences. They should expect students to review and use geographic, political, historical, economic and social concepts that were presented in earlier years.

. . . a chronological and topical study of civilizations.

MAJOR UNITS OF STUDY

- Birth of Civilizations Throughout the World
  origins of civilized societies (Mesopotamia, Africa, China, India and Meso-America) from the perspective of cultural geography
- Four Classic Civilizations
  development of India, China, Greece and Rome (growth, dissemination and decline)
- Emerging Civilizations
  the role of isolation and interaction in the development of the Byzantine Empire; African and Meso-American civilizations; India, China, Japan and Europe
- Transitions: Renaissance, Reformation and Revolution
  emergence of "new" social, political, economic and religious institutions and ideas

LINK TO VISION

This course of study expands the students' common knowledge, enhances their appreciation of common values and extends their understanding of common cultural allusions through extensive use of the humanities. It further clarifies their sense of time and space and encourages an understanding of differences among people by examining the growth of civilization around the world. Students are required to review, modify and apply social studies skills and concepts by developing topics studied in earlier years.

LINK TO K-8

This course of study continues the use of narrative and biography begun in the 3rd grade, focuses the systematic analysis of cultural regions introduced in the 6th and 7th grades, and provides added content for the later, more complex analysis of issues begun in the 8th grade.

COURSE OF STUDY

BIRTH OF CIVILIZATIONS THROUGHOUT THE WORLD

In this unit, students use the geographic concepts related to man's impact on the environment and the influences of the physical characteristics of an area to study the civilizations that developed there. Teachers help them understand the sequential nature of the development of civilizations and analyze their inherent cause and effect relationships. Students examine the economic, political, social and religious institutions that developed as early humanity sought to respond to the necessities of survival in a communal setting. These would include:

- the development of a barter economy
- the growth of city-states
- the emergence of social stratification
- the significance of monotheistic religion with an emphasis on Judaism

Similarities and dissimilarities . . . allow students to explore the historical responses to common environmental and social problems.

Students also use the similarities and dissimilarities among the early civilizations to explore the historical responses to common environmental and social problems. They confront the notion that while different peoples have developed different social, political and economic responses to the problems posed by human existence within a given space in a given time, they have all responded with institutions and organizations that served to satisfy certain basic needs and give meaning and understanding to human life. They examine selected excerpts from readings that characterize the great civilizations and develop the skills involved in comparing and contrasting as they examine tangible expressions of differing ways of life. Specifically, they explore the birth of civilization in the Ancient Near East, India, China, Africa, Mesopotamia and Meso-America. Although this unit treats diverse materials broadly, students should emerge with a definite understanding and appreciation of the varieties of human responses across time and distance. This is possible so long as teachers maintain the unifying theme of similarities and dissimilarities.

Humanities Correlation

Some examples of literature related to this unit:

- *Epic of Gilgamesh*
- *Code of Hammurabi*
- *Torah (Old Testament)*
- *Ahaiyuta and the Cloud Eater*
- *Kotan Utunnai*
- *Mwindo*
- Book of Jeremiah
- *Gassire's Lute*
- *Bhavavad Gita*
- *Ramayana*
- *Upanishands*
- *Quetzalcoatl*
- *Lodge-Boy and Throw-Away*

FOUR CLASSIC CIVILIZATIONS

Students examine the development of four classic examples of civilization - India, China, Greece and Rome - through the application of geographic, political, economic and cultural concepts. They apply these to the evolution of sub-continental India with its cultural, religious and linguistic diversity; the emergence of China as a culturally unified entity shaped by a dynastic system; the physical isolation, political autonomy and economic self-sufficiency of the Greek city-states; and the development of the more interdependent Roman Republic transformed through a discernible historical process into a Mediterranean empire facilitating the spread of Christianity. Teachers provide specific attention to:

- the development of the arts
- literature
- scientific thought
- philosophy
- religion
- the multiple causation for the rise and decline of empires

Through the study of the growth, spread and decline of these civilizations, they introduce students to the concepts of assimilation, acculturation, dissemination, decline and failure as cultural, political and demographic processes which occur in civilizations and over which humans exercise varying degrees of control. Students discover events of the past as foundations of current concepts (democracy, federalism, monotheism, civil service) and institutions (the Senate, the church, the bureaucracy). They also enter into the more complex investigation of why some concepts and institutions endured and others did not. This begins the preparation for a more mature analysis of history that is required in the 10th and 11th grades.

> . . . the more complex investigation of why some concepts and institutions endured and others did not.

Humanities Correlation

Some examples of literature, art and architecture related to this unit:

- LITERATURE
  - India
    - *Panchatantra*
    - *Three Baskets of Wisdom*
    - poetry of Kalidasa and Avvaiyar
  - China
    - *The Five Classics*
    - *Analects*
  - Greece and Rome
    - plays (comedy and tragedy)
    - poetry
    - mythologies
    - philosophies
    - selected excerpts from the New Testament
    - *The Question of King Milinda* (Buddhist/Greek drama)

- ART AND ARCHITECTURE
  - Ajanta cave paintings
  - The Great Wall of China
  - Greek and Roman sculpture of the heroic and classic periods

EMERGING CIVILIZATIONS

> . . . the role of isolation and interaction on the emergence of various civilizations. . .

In this unit students focus on the role of isolation and interaction on the emergence of various civilizations from approximately 400 to 1500. It begins with a study of the Byzantine Empire, the Mongol invasions, the development of Russia and the emergence of Islam. Teachers focus on the unifying forces of the Muslim Empire - Islam, the central government of Mohammed and the caliphs, and the Arabic language. Students understand that economic prosperity was stimulated by extensive trade and the development of banking and investment activities. They recognize that this time of peace and prosperity encouraged progress in both the sciences and the arts as they examine the significance of the Byzantine Empire as the repository of Roman culture and tradition. Teachers assist them in analyzing the influence of varying degrees of isolation as they compare the African empires of Ghana, Mali and Songhai with their large and wealthy cities known for their scholarship and trade to the Meso-American empires of the Mayan, Aztec and Incan civilizations characterized by the influence of religion and agriculture. They provide students with a broad look at India, China and Japan and help them discover how the Indian culture adapted to the challenges from foreign invasions; why China, a wealthy, unified and advanced nation, imposed isolation on itself; and how Japan's feudal system, in conjunction with its isolation, contributed to its becoming one of the world's most homogeneous nations.

The study of European civilization engages students in a social, economic and political analysis of feudalism and the hegemonic role of the Church. They explore the effects of isolation in Europe preceding the Crusades; the significance of interactions, as Europe rediscovers Roman antiquity in the Byzantine Empire; and the power of such interactions to transform a civilization. Students use their studies of cities, guilds, commerce, universities and the Church begun in the 3rd grade and systematically explored in grades 6 and 7 to incorporate more sophisticated sociological, economic and political concepts. These include class conflict, conflict resolution, interdependence, laws of supply and demand, barter and cash economics, private property, profit, capital, specialization, theocracies and oligarchies. Specifically, they examine the:

- influence of the Mongol expansion
- role of Byzantium
- influence of isolation on Eastern, African and American civilizations
- role and function of feudal institutions in medieval society
- development of the culture of Medieval Europe
- influence of the Crusades
- growth and expansion of a European economy and development of a middle class
- emergence of European nations and expansion of Christian Europe
- growth and decline of the Church's authority

Such a study provides the foundations for the return to both European and world studies in grade 11.

Humanities Correlation

Some examples of literature, music, art and architecture related to this unit:

LITERATURE

Excerpts from:

Avicenna
Ibn-Knaldun
Omar Khayyam
Averroes
al-Khwarizmi
poetry of Li Po
Haiku
Noh drama

Selected Readings from:

El Cid
Koran
Travels (Ibn Batuta)
Arabian Nights
Travels of Marco Polo, The
Tale of Genji (Shikibu)
Beowulf
Eddas

Dante
Malory
Chaucer
St. Augustine
St. Thomas Aquinas

Psalms
Book of the Cities of Ladies, The (de Pizan)

MUSIC

nonharmonic classical Arabic music
Japanese koto music
complex African rhythms
African dance
chants - plain, organum, counterpoint and motet
masses

ART AND ARCHITECTURE

bronze sculpture of Benin
"Lost-Wax" technique
Machu Picchu
gold jewelry and artifacts
Temple of Vishnu

suminagashi
jade and ivory carvings
Chinese landscapes
Gothic cathedrals
castles

TRANSITIONS: RENAISSANCE, REFORMATION AND REVOLUTIONS

. . ."new" social, political, economic and religious forms and ideas . . .

In this unit students continue to examine the emergence of "new" social, political, economic and religious forms and ideas, culminating in European geographic, scientific, philosophic, economic, religious and artistic expansions. Beginning with a study of the meaning and accomplishments of the Renaissance, they move into a deeper analysis of the possible causes of the Renaissance and Reformation, the results and the relationships between the two and the effects of both on the emergence of modern humanity. Teachers present the Age of Exploration in terms of both its specific accomplishments and its relationship to the cultural and religious changes of the Renaissance and the Reformation. They focus on the emergence of modern European states and the relationship of this emergence to the preceding changes. The Scientific Revolution and the Enlightenment are presented as both the culmination of changes occurring in Europe and as the beginning of modern humanity's search for new visions to replace the failed visions of preceding generations. Teachers lead students to view the reforms proposed by the Enlightenment as specific responses to the political, economic, social and intellectual conditions of the times. This prepares them for the application of these reforms in their study of the formation of the United States. They specifically examine the:

- influence of religious change (Protestants, Catholics, Jews)
- rise of the nation state
- influence of exploration
- influence of the Enlightenment (rational humanism)

Throughout the unit, students employ sequencing, rank ordering and cause and effect skills for historical analysis. This allows them to organize the quantity of factual information presented in this unit. The unit emphasizes the humanities though the use of biographies and the study of significant individuals.

Humanities Correlation

Some examples of literature, music, art and architecture related to this unit:

LITERATURE

Biographies

Kepler
Luther
Calvin
Bacon
Locke
Copernicus
Michelangelo
da Vinci
Newton
Galileo
Boccaccio
Marco Polo
Hobbes

Selected works of:

Machiavelli
Goethe
Petrarch
More
Rousseau
Voltaire
Erasmus
Shakespeare
Locke
Moliere
Milton
Hakluyt
Cervantes
Montesquieu

MUSIC

Bach
Mozart
Beethoven
Haydn
madrigals
Ars Nova (Guillaume de Michaut - "Ordinary of the Mass")
vernacular hymns ("A Mighty Fortress Is Our God")

ART AND ARCHITECTURE

late Gothic
Florence Cathedral Dome (Brunelleschi)
the convent of San Marco (Michelozzo)
Italian and northern European art
Doge Palace (Venice)
vernacular housing
St. Peter's Basilica

CONNECTIONS

Economics - Reviews concepts of basic needs, division of labor, specialization, diversification, supply and demand, barter, banking, and cash economy; introduces the concepts of capital, profit, private property, usury and interest

Geography - Reviews physical geography skills; examines the impact of geography on cities, transportation, cultural development and migration; focuses on geography as a specific influence on discrete cultures

History - Continues the use of narrative, mythological and biographical forms of study; reinforces sequencing and introduces rank ordering, cause and effect reasoning, comparing and analyzing

Humanities - Utilizes various methods of expression to study and analyze humankind's response to existence

Political Science - Examines specific foundations of several forms of government; reviews universal nature of social order and power

Sociology - Examines the interaction within and among cultures, and the dissemination of ideas and values

LINK TO 10-12

This course of study introduces the conceptual tools and social science skills necessary for the effective study of U.S. and modern world histories in the 10th and 11th grades. It provides the basic economic and political concepts that enable students to successfully engage in the 12th grade course of study.

GRADE 10
VISIONS AND THEIR PURSUITS: AN AMERICAN TRADITION - U.S. HISTORY TO 1920

This course is a chronological and thematic study of U. S. history from European exploration through World War I. It is structured around five "visions" presented in a chronological manner but studied thematically.

MAJOR UNITS OF STUDY - VISIONS

- Colonizations
  a consideration of the foundation and early development of the U. S. as organized by the visions of the Anglo-Americans who participated in the colonizations
- Revolutions
  a study of the multiple revolutions leading to the establishment and early successes of the U. S., including political, social, cultural, intellectual and technological revolutions
- Federalism and Nationalism
  an examination of the structure and function of political divisions, especially of the federal Constitution and the development of the federal government
- Reforms and Reactions
  an analysis of the impact of economic, social and political changes on traditional American values; the various reactions; the growth of sectionalism; and one failure of American visions - the Civil War
- Transformations
  a contemplation of the failure of previous visions and the emergence of an industrial, urban and pluralistic society that demanded new visions to carry the nation into the 20th century

LINK TO VISION

This course of study enhances the students' awareness of the multicultural heritage of the United States and expands the context in which they perceive themselves through reading about and discussing people and events of the past. It increases their awareness of conditions detrimental to human development that may have existed in their own nation, enhances their rhetorical skills and defines their personal and social responsibilities by examining social and political issues. Students are introduced to the use of visions as a way of both interpreting and defining the world in which they live.

LINK TO K-9

Students extend the historical perspective introduced in grades 3, 4 and 5 and continued in grade 9; the geographic and cultural studies of grade 6, 7 and 8; and the sociological foundations laid in the primary grades.

COURSE OF STUDY

Each vision includes a set of human values, attitudes and responses to the limits and opportunities which the times offered. Within each vision there are several themes. Each theme is an expression of the vision as applied to differing circumstances. Visions and themes alike structure the study of change through time.

> Rather than being presented with little more than names, dates and places, students confront major concepts which teachers relate to U.S. history.

The use of visions as a means to examine U.S. history helps make such a study relevant to the 10th grader. Rather than being presented with little more than names, dates and places, students confront major concepts related to U.S. history. Because these major concepts play a crucial role in the development of the United States, teachers can more easily answer the perennial (and valid) question "Why do we have to study this?" Names, dates and places are studied as a part of the quest to find out why things happened, not as an end in themselves. For example, in the search for *Why Europeans Went Exploring*, students confront important people, places and dates, but the meeting takes place in an atmosphere of inquiry, not rote memorization. When teachers use the visions, they establish what some educators have suggested is a "creative learning environment," which "allows students to choose, judge, and think freely" (Ross, 1988, p. 450). Each vision provides a focused narrative that serves as a point of reference in the chronology of U. S. history.

The K-9 program of study ensures that students come to this course with the knowledge and understanding necessary to place themselves in time, space and culture. This course of study continues the learners' development by placing them in historical times, expanding their knowledge of American geography and increasing their sensitivity to conflicting and changing cultures. It compliments the program of study from the primary grades. The students' understanding grows from knowledge about the people of a culture to knowledge about their institutions. By focusing on U. S. origins and development, teachers help them to extend the knowledge and understanding of Western origins studied in the 9th grade. Students learn to use several skills of critical historical thinking as they progress through this course:

- a sense of chronology - both in terms of the order in which events occurred and in the relative distance between events;
- the significance of perspective and context - that statements and utterances from one period may not mean what current similar statements mean; and
- the basic logic of cause and effect - the intellectual worth as well as the dangers of making historical connections and synthesizing historical meanings (Downey & Levstik, 1988).

COLONIZATIONS (1607-1800)

In this unit, teachers guide students in the study of an early American vision. They learn both the chronological events that occurred during the foundation and early development of the country and the expected and sometimes contradictory characteristics, values and attitudes accepted by the people who founded the Anglo-American colonies. Such values and attitudes might include optimism and pessimism, enterprising adventuresomeness and a sense of limits, a sense of exceptionalism and the acceptance of common political origins, absolute obedience to the law and a search for reasonable and humane legal authority, persistence in the face of adversity and rational surrender to insurmountable odds, extraordinary supernatural beliefs and reasoned skepticism, the value of hard work and the preference for subsistence, the merit in education and study and the need to limit time in school which an agricultural existence demanded. Such apparent contradictions serve to bring the people and events "to life."

Teachers help students to see the multiple contrasts which events reveal. Such contrasts might include the religious freedom which the Puritans sought and the intolerance which they exercised, the "limitless" opportunities which the New World offered as well as the limiting fear of the wilderness, the opening of opportunities for the arriving Europeans and the closing of opportunities for the Native Americans who already lived on the land, and the enlarged freedom for the arriving Europeans and slavery for the arriving Africans.

Teachers help students to see the multiple contrasts which events reveal.

In this manner, the teachers' use of the materials presents students with not only the chronology of settlement from Jamestown through Georgia, but also the **reason why** the unit is studied - to understand those aspects of the colonizing vision that are parts of the American character today.

These characteristics of the colonizing vision include:

- the desire to serve as a model to others
- a sense of optimism
- a sense of exceptionalism
- the work ethic
- a sense of law and fair play
- the value of education and study

Students trace and relate this vision to important events or epochs in later U.S. history - the Monroe Doctrine, Manifest Destiny, reform movements, the Roosevelt Corollary, World War I - further strengthening the relevance of the vision. They are in a position to use the "truth" of this vision (based on their experiences of who they are) to gauge more accurately what it meant and what it means to be a participant in North American cultures.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE

Biographies

Roger Williams
Anne Hutchinson
Jonathan Edwards
Benjamin Franklin, Autobiography
William Berkeley
Earl of Shaftesbury
John Smith

Selected readings from :

Plymouth Plantation (Bradford)
What Is an American? (de Crèvecoeur)
Scarlet Letter, The (Hawthorne)
Crucible, The (Miller)
poetry of Anne Bradstreet

MUSIC

Psalm Book
hymns by Isaac Watts
Psalter (Sternhold and Hopkins)

ART

portraiture(individual)
caricature

REVOLUTIONS (1688-1820)

Teachers focus on the multiple revolutions that led to the establishment and early successes of the United States. These include the revolutions in political and social ideas, and also the revolutions in knowledge, culture and the processes of production. Students study the values and attitudes that made the 17th and 18th centuries an epoch of radical change. (This provides an excellent opportunity to relate this 10th grade study to the last unit of the 9th grade study.)

Teachers reference such watershed events as the debates and proposals for the National Road and the Erie Canal, along with the economic changes advanced by Alexander Hamilton and his program of manufacturing. They ask why these apparently mere technological and economic aspects of U. S. history were intellectually and culturally revolutionary. Studying such changes allows students to compare and contrast "revolutionary" ideals with the "colonizing" ideals already studied (e.g., economic self-interest vs. desire to serve as a model to others). It prepares them to apply the idea of revolutionary change to other aspects of American life, especially the changes which occurred from the mid-19th to early 20th centuries.

> It prepares students to apply the idea of revolutionary change to other aspects of American life . . .

They examine the characteristics of the revolutionary vision which include the contrasting values of reason and revelation, economic self-interest and community responsibility, political realism and idealism, and the acceptance of technology and adherence to tradition. In the context of this vision the students study:

- relevant political upheavals - the Glorious Revolution and the American Revolution
- technological breakthroughs in agricultural and mechanical processes
- financial reorganizations
- the renewed interest in revealed religion
- the roles of African Americans, women, Hispanics
- immigration
- the demographic shift to youth in the 18th century

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE
"The Right of Revolution" (Locke)
The Declaration of Independence (Jefferson)
Common Sense (Paine)
Federalist Papers - No. 10, 51, and 64 (Hamilton, Madison, Jay)
Wealth of Nations (Smith)
Message to Congress (Madison) after War of 1812
poetry of Phyllis Wheatley and Philip Freneau
Democracy in America (de Tocqueville)
Patriots, The (Langguth)

April Morning (Fast)
Notes on Virginia (Jefferson)
Birth of a Nation (Schlesinger)

Biographies
- Abigail Adams
- George Washington
- Thomas Jefferson
- Benjamin Banneker

MUSIC	ART
"The Star-Spangled Banner"	political cartoons of the times
"The World Turned Upside-Down"	The Bloody Massacre
	portraits of Washington
	landscapes

FEDERALISM AND NATIONALISM (1776-1842)

Students concentrate on the structure and function of political divisions, especially of the federal Constitution and the development of the U.S. federal government. They study the rise of American nationalism during and after the American Revolution. Teachers encourage recognition of the importance of republican "virtue" as it was expressed by the political leaders of the age and the contrast between this set of values and the assertion of legitimate party and individual interests. Students examine the values and attitudes of patriots and Tories in the context of the age and consider the importance of patriotism and its ambiguous relation to political participation and dissent. They study the importance of nationalism and how it relates to national, local and personal goals.

> ... the importance of patriotism and its ambiguous relation to political participation and dissent.

In the context of this vision, students explore such historically relevant topics as the political, social and economic ambiguity created by the growth of the national government as it gained strength at the expense of individual states and local governments. They study the ideology of republicanism, the development of Federalist and anti-Federalist ideologies and political plans. Other topics include the important changes in federal power wrought by the Marshall Court, including the importance of judicial review, the protection of private property in the market economy and the protection of individuals by the federal government. Teachers give attention to the rise of political parties, the beginning of sectional interests and ideologies, the impact of the American West on national politics, and the rise of "Jacksonian democracy" as a counterforce to republican values.

Students compare the American citizen's emerging sense of independence and ideal of self-reliance with the advancement and power of the federal government. They relate this to the colonizing vision as they analyze the westward movement and Manifest Destiny, and to the revolutionary vision as they examine attempts to reconcile political realism and idealism in the form of compromise related to slavery in the territories. They then can bring new understanding to their study of the victory of the federal government over the states in the Civil War and the victory of corporate power over agrarian self-sufficiency in America after the Civil War.

Studying the structure and function of the U.S. federal government in a historical perspective supplies the requisite knowledge of American government and the effects of citizen behavior for students to undertake the 12th grade course of study. They compare several contested characteristics of the U. S. government:

- federalism versus local control
- nationalism versus sectionalism
- independence versus interdependence
- statesman versus politician
- private property versus public good
- republican virtue versus popular democracy

Humanities Correlation

Some examples of literature and architecture related to this unit:

LITERATURE
U.S. Constitution
Federalist Papers - No. 10, 51 and 64
Washington's "Farewell Address"
personal correspondence between Adams and Jefferson
newspaper descriptions and reports during the Adams and Jackson campaign
Modern Chivalry (Breckenridge)
Legend of Sleepy Hollow, The (Irving)

ARCHITECTURE AND PLANNING
Jefferson's state capital (Romanesque)
Washington, D.C. (L'Enfant and Banneker)
Federal Buildings
vernacular housing (rural)

REFORMS AND REACTIONS (1828-1865)

In this unit students explore the tensions in 19th-century America as exhibited by conflicting economic, social and political values and goals. They recognize the impact of traditional American values that stemmed from the visions of colonization, revolutions, federalism and nationalism and relate these to the 19th-century attempts to "live up to" these values in a world that seemed to be outgrowing and rejecting them. They study the growing division in the country as the two opposing forces of nationalism and sectionalism tore at the fabric of the nation.

In the context of reform and reaction, students examine a country attempting to harmonize:

- its past with its rapidly changing present
- optimism and freedom with slavery
- tradition with immigration and change
- individualism with the power of the federal government
- abolitionism with property rights
- transcendentalism with pragmatism
- local control with the "necessity" of nationalism
- territorial expansion with aversion to the "theft" of territory

This study of attempted harmonization culminates in the ultimate disharmony, the Civil War.

Teachers provide opportunities for students to draw upon their knowledge of the previous visions and the operation of political institutions to help explain some of the specific reforms and reactions of the time: feminism, utopianism, abolition, expansionism and sectionalism. Emphasis on the acquisition of former Spanish and Mexican territories directs them toward an appreciation of Hispanic culture in the historic borderlands of the Spanish Empire and the place of this culture in U.S. history.

Students also view the cultural contributions of specific immigrant groups in the context of the times.

Students examine slavery as a social and cultural system, including abolition efforts by free African Americans to meliorate their lives. Teachers help them contrast the emergence of African American dialects and the accompanying culture of African Americans who were enslaved with traditional African culture. Students also view the cultural contributions of specific immigrant groups in the context of the times. Underlying this social and cultural study is the influence of economic factors and decisions that affected not only the outcome of the Civil War, but also the subsequent organization of American business and finance.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE

Selections from:

Emerson	Thoreau
Fuller	Melville
Hawthorne	Cooper
Copley	Whitman
Dickinson	Poe
Douglass	Longfellow

Excerpts from:

Red Badge of Courage (Crane)
A Woman Called Moses (Hildish)
the "Seneca Falls Declaration"
the "Declaration of the New England Anti-Slave Society"
Lectures on Education (Mann)
the "Liberator" - Issue #1 (Garrison)
Uncle Tom's Cabin (Stowe)
"Gettysburg Address" (Lincoln)
North Star (Douglass)
Glory (film from the letters of Robert Gould Shaw)

MUSIC

Christy Minstrels
Stephen Foster
signal music of the slaves
"Follow the Drinking Gourd"
Negro spirituals
hymns

ART

decorative arts
political cartoons
cultural artifacts of Native Americans
Thomas Cole
Winslow Homer
Martin Heade
Matthew Brady

TRANSFORMATIONS (1866-1920)

> Transformation, then, is not the study of a vision, but rather the study of a nation seeking a vision.

Students examine the transformation of the United States as it moved from a basically agrarian to an industrial nation. Unlike previous units which were structured around specific visions, this unit is a study of the previous visions and the changes necessitated by the failure of these visions. As an agrarian people, Americans embraced a set of values reflecting the previous visions. However, as the nation moved from a submerged to an overt pluralism, from an apparent agrarian self-sufficiency to an industrial interdependence, from a rural to an urbanized way of life, from a seemingly homogeneous population to a diverse and growing immigrant population, the values and attitudes of the past came under extraordinary scrutiny.

Transformations, then, is not the study of a vision, but rather the study of a nation seeking a vision. Students analyze the value and necessity of change tempered by reference to American traditions, enterprise tempered by attention to the accumulation and abuse of great wealth and power, perseverance tempered by a loss of opportunities, optimism tempered by failure, democracy and pluralism tempered by a fear of foreigners, the nation's political structures pressured by machine politics, and the continuation of the reform impulse diminished by compromise in the political arena.

Teachers lead an exploration of the movements which these conflicting elements of the American visions helped create. Class, race, gender and culture form the context for this study as American leaders and some of the American people created, advanced or attacked institutions, social attitudes, cultural values and the political process itself. Students specifically examine:

- the populist and progressive movements
- the social Darwinist ideology
- various labor organizations
- emerging cultural pluralism
- women's suffrage
- the treatment of Native Americans
- the changes which Reconstruction brought to the South
- the several proposals advanced to bring African Americans into mainstream American life

They study the emergence of the U.S. from isolation in the hemisphere and the world and the tensions this emergence created. They focus on the Spanish-American War, the subsequent problems of possessions and America's ultimate responsibility for world leadership. Teachers use these topics as an entry to the study of the U.S. in the 20th century (Grade 11) with its emphasis on international social, political and economic connections.

Humanities Correlation

Some examples of literature, music, art and architecture related to this unit:

LITERATURE

Age of Innocence (Wharton)
Bury My Heart at Wounded Knee (Brown)
Century of Dishonor, A (Jackson)
Declaration of the Niagara Movement (Dubois)
Gospel of Wealth , The (Carnegie)
How the Other Half Lives (Riis)
Jungle, The (Sinclair)
Theory of the Leisure Class, The (Veblen)
Up from Slavery (Washington)
What Social Classes Owe to One Another (Sumner)
Wizard of Oz , The (Baum)
Horatio Alger stories
Mark Twain stories

MUSIC

Stephen Foster
Anton Dvorak - "New World Symphony"
John Phillip Sousa

ART

Thomas Eakins
Ansel Adams
Alfred Stieglitz
Thomas Nast

ARCHITECTURE

Louis Sullivan
Frank Lloyd Wright

CONNECTIONS

Geography - Reviews physical and cultural geography skills; illustrates the impact of geographic factors on the development of specific locations

Economics - Reviews basic economic concepts; employs economic concepts as tools to interpret historical data

Political Science - Examines historical data using political concepts and the specific foundations of the U. S. political system

Sociology - Examines social interactions, development of norms and group mores, and the dynamics of people and ideas

LINK TO 11-12

Students are introduced to a historical methodology that enables the effective manipulation of large quantities of data according to themes as well as chronology, a necessary skill for grade 11, and are provided practice in using the economic and political concepts necessary for the successful completion of the 12th grade course of study.

GRADE 11

VISIONS AND COUNTERVISIONS: EUROPE, THE UNITED STATES AND THE WORLD FROM 1848

This course of study extends the thematic study by returning to a worldwide perspective. It covers developments in Europe, the effect of imperialism throughout the world, the emerging role of today's superpowers following World War II and the contemporary world. It continues both the study of world history (grade 9) and the study of U.S. history (grade 10).

Teachers refer students to their previous educational experiences by renewing the chronological study of European history. They bring the students' historical knowledge up to the late 20th century, amplify historical continuities and conflicts, and stress the interrelated and interdependent nature of the world in the 20th century. The 11th grade course of study demands the use of other social science disciplines as they contemplate social, cultural, political and economic developments since World War II. It also continues the assessment of ambiguities in history - progress as well as decline, success as well as failure - and the consequent economic, social and political tensions which accompany such ambiguities.

> . . . teachers stress the interrelated and interdependent nature of the world in the 20th century.

MAJOR UNITS OF STUDY

- European Revolutions and Imperialism
  uses the visions of revolution, nationalism and imperialism to study European history from 1848 through 1918
- European Civil War: Regional Struggles and the Destruction of Colonialism
  thematic and chronological study of international politics from 1918 to 1945 emphasizing post-war Europe, the reappearance of independent cultures and the development of communism
- Transforming the Vision: Domestic Policies
  thematic and chronological examination of domestic issues affecting the United States from 1880 to the present
- Transforming the Vision: International Relations
  thematic study of U. S. economic, political and social policies and their effects on the world from 1898 to the present

LINK TO VISION

This course of study provides students with a more complete sense of their place in time and their placement in the world, and increases the context with which they can associate new experiences through the chronological and thematic study of history. It contributes to the allusionary base, enhances personal and social identities and encourages intellectual adventures by examining some of the art, music, literature and outstanding people of each period. It broadens their awareness of conditions detrimental to human development and opportunity, adds to their range of rhetorical skills, raises a sense of personal and social efficacy and optimizes their ability to create, share, shape and pursue visions through an analysis of social issues.

LINK TO K-10

The course of study advances the use of skills introduced in kindergarten and developed through grade 10. It mirrors the treatment given the subjects in grades 3, 4 and 5 but with an added depth and complexity not possible at that level. It expands the use of visions begun in grade 10, completes the chronological and topical treatment from grades 9 and 10, and solidifies the historical and geographic perspective introduced in the middle grades and advanced throughout the program of study.

COURSE OF STUDY

EUROPEAN REVOLUTIONS AND IMPERIALISM (1848-1914)

This perspective includes not only the political revolutions, but also those in the economic, intellectual and technological arenas.

Visions in conjunction with chronology guide the unit of study. While the students are introduced to visions in a chronological manner, the context of the vision determines the material studied. In this unit, teachers encourage students to use what they learned about revolutions and nationalism in the 10th grade to study the revolutionary changes occurring in Europe. This perspective includes not only the political revolutions, but also those in the economic, intellectual and technological arenas. Important to this unit are the interrelated technological, political, international and economic stresses which ultimately led to World War I. Of special significance, both to this unit and to unit three, "Transforming the Vision: Domestic Policies," is the impact of emigration from Europe to the U.S. Students study the impact of imperialism on southern and eastern Asia and Africa; the role of the U.S. in an imperialistic world; the interrelatedness of imperialism, nationalism and technology; and the role of all three in the increase of world tension and conflict. In this unit, they continue their chronological study of history, using visions of colonization, revolutions and nationalism from their 10th grade course to inform and guide them. Specific topics of study include:

- the Industrial Revolution in Europe and the United States
- the Revolutions of 1848 and the continuity which they exhibit
- the influence of nationalism on Europe
- European imperialism

Humanities Correlation

Some examples of literature, music, art and architecture related to this unit:

LITERATURE
Communist Manifesto (Marx)
On Liberty (Mill)
War and Peace (Tolstoy)
Sigmund Freud

MUSIC
Wagner
Liszt
Brahms
Verdi
Puccini
Mussorgsky
Tchaikovsky

ART
Picasso (African Influence, 1907)
Post-Impressionism
Impressionism
Expressionism

ARCHITECTURE
London Houses of Parliament (NeoGothic)
vernacular housing

EUROPEAN CIVIL WAR: REGIONAL STRUGGLES AND THE DESTRUCTION OF COLONIALISM (1914-1945)

This unit presents opportunities for students to analyze how nations explain their pasts, justify their contemporary actions, and formulate plans to satisfy domestic and international pressures. They compare the foreign policies that structured international politics from the outbreak of World War I to the end of World War II and examine major events in the Soviet Union, Germany, Eastern Europe, the United States, China and Japan. Students study events leading to the overthrow of the Czar in Russia and the establishment of a Communist state, the roles of Lenin and

. . . students analyze how nations explain their pasts, justify their contemporary actions,and formulate plans to satisfy domestic and international pressures.

Stalin, the relationship of the new Soviet Union to the growing power of Germany and the role of the Soviet Union in World War II. Teachers guide them in investigating aspects of the uneasy peace after World War I; the international impact of the Great Depression especially on Europe, the U.S. and Japan; Germany's rearmament; the policy of appeasement; and the renewal of war in Europe. Students also investigate the impact of industrialization upon Japan, Japanese imperialism, the Sino-Japanese War, Japanese and American conflicts of interest in the Pacific, and the war in the Pacific.

When teachers present the world wars as primarily European Civil Wars, both internally and at the Pacific rim of Western imperial power, they separate European influences from the "colonial" status of other cultural areas of the world. They can thus discuss the impact of European colonialism and emphasize the continuing independence of powerful cultures in such places as India, China, Japan, Africa and the Near East. Students specifically examine:

- the Russian Revolution
- Japanese industrialization
- the rise of Fascism in Europe
- European diplomacy
- anti-colonialism
- the Holocaust
- the re-emergence of regional cultures: India, China, Japan, Meso-America, and Southern, Central and Western Africa

Humanities Correlation

Some examples of literature, music, art and architecture related to this unit:

LITERATURE
All Quiet on the Western Front (Remarque)
Brave New World (Huxley)
Diary of Anne Frank
For Whom the Bell Tolls (Hemingway)
Gathering Storm, The (Churchill)
Johnny Got His Gun (Trumbo)
Hiroshima Diary (Hichiya)
Longest Day , The (Ryan)
Mein Kampf (Hitler)
Nectar in a Sieve (Markendaya)
Second Coming , The (Yates)
Stranger, The (Camus)
Things Fall Apart (Achebe)

Thus Spake Zarathustra (Neitzche)
Waste Land, The (Eliot)

MUSIC
Three-Penny Opera
Cabaret
"Lili Marlene"
Debussy
Ravel
Bartok
Stravinsky
Prokofiev

ART
Dadaism
Cubism
Dali
Münch's "The Scream"
Picasso's "Guernica"

ARCHITECTURE
Bauhaus school

TRANSFORMING THE VISION: DOMESTIC POLICIES (1880 to present)

This unit continues the historical study of U.S. history as it represents the transformation of values in American life. Teachers focus attention on domestic events and movements while continually referring to the major themes of the preceding two units. While students examine ethnicity, race, gender and class in American life, they also consider the impact of industrialization in and emigration from Europe on America life. In a similar fashion, they explore the Great Depression and the subsequent restructuring of American social, political and economic life in the context of the international impact of this economic upheaval. They look at life and events in the U. S. during this period as not only unique to Americans but also, comparatively, as a part of worldwide events.

> . . . students examine ethnicity, race, gender and class in American life...

Teachers present the struggle of minorities for political, social and economic equality as an American experience and as a struggle that has and continues to occur throughout the world. Students see the arrival of immigrants to the U.S. as a factor contributing to class and racial prejudice. In addition, they analyze conditions throughout the world that led so many to emigrate in search of better lives. They compare ideas of pluralism in transition from the traditional "melting pot" theory to the concept of a cultural mosaic. Students and teachers relate pluralism to its context, the ideals that accompany it and the events that fostered and changed it. Specific topics include:

- the continued development of the labor, civil rights and women's movements
- the contributions of minorities in shaping the development of the United States, specifically the Harlem Renaissance
- the place of religion in American life

- the social and economic impact of the Great Depression
- Japanese internment
- the integration of the armed forces
- the growth of a youth sub-culture - the 1960s, the aging of America
- developing concern for the environment
- the electronic revolution (computer technology and entertainment)

This unit ends with the study of economic and financial changes that have altered American life since World War II. (A survey of such changes helps prepare students for the course of study in economics at the 12th grade.)

Humanities Correlation

Some examples of literature, music, art and architecture related to this unit:

LITERATURE
Advise and Consent (Drury)
Black Boy, Native Son (Wright)
Brother, Can You Spare a Dime?; Bread and Roses (Metzer)
Color Purple, The (Walker)
Dream Deferred, The (Hughes)
Feminine Mystique (Freidan)
Go Tell It on the Mountain (Baldwin)
Grapes of Wrath, The (Steinbeck)
Great Gatsby, The (Fitzgerald)
I Know Why the Caged Bird Sings (Anjou)
Invisible Man, The (Ellison)
Main Street (Lewis)
On the Road (Kerouac)
Only Yesterday (Allen)
Our Town (Wilder)
Roots (Haley)
Status Seekers, The (Packard)
War of the Worlds (Wells)
Women of Brewster Place, The (Naylor)
Working (Terkel)
news commentaries of Edward R. Murrow and Ernie Pyle

MUSIC

New Orleans jazz	Irving Berlin
electronic	George Gershwin
folk revival	Duke Ellington
ragtime	Scott Joplin

big bands
rock and roll
Aaron Copeland
1930s and 1940s movies and musicals

ART
Harlem Renaissance
Jackson Pollock
Andy Warhol
Edward Hooper
Andrew Wyeth
Bill Mauldin
Georgia O'Keeffe
Henry Moore
Mary Cassat
Thomas Hart Benton
Norman Rockwell

ARCHITECTURE
Frank Lloyd Wright
I.M. Pei
vernacular housing

TRANSFORMING THE VISION: INTERNATIONAL RELATIONS (1898 to present)

In this unit students examine the world of the 20th century with an emphasis on the role of the U. S. as a world leader. As in the preceding unit, teachers review the major themes of the first two units emphasizing their relationship to and interaction with the formation of U.S. economic, political and social policy. They have students evaluate the impact of industrialization and the growth of economic interdependence as these influence U. S. involvement in world affairs. Imperialism is analyzed as a tool of foreign policy, as a factor in the development of nationalism, and as an expression of religious, economic and social superiority.

American foreign policy is evaluated in light of "why?" and "what effect?" The impact of the U. S. on the world occasions a re-evaluation of the role of the U. S. in the world. The examination of this impact and the subsequent re-evaluation is the story of this unit. The vision the U. S. brings to the world is being constantly modified by the vision the U. S. has of itself, the historical visions already studied, and the visions and events that come from other cultures and nations. Teachers have students explain the "uniqueness" of the American experience and analyze what is shared in national and human experience. They emphasize the problems and opportunities that came with world leadership as practiced by the U.S. in the 20th century. Students specifically examine:

> The vision the U.S. brings to the world is being constantly modified by the vision the U.S. has of itself . . .

- international economic power
- the United Nations
- political influence on the global scene during the Cold War
- tensions in the Middle East

- the Korean and Vietnam wars
- detente with the Soviet Union - the end of the Cold War
- U. S. influence in Latin America and Africa
- the U. S. position as an Atlantic and Pacific power
- ideology as a factor in U. S. foreign policy

Teachers ask students to consider the domestic influences of powerful cultural voices that demand both domestic and foreign policies consistent with the values that the American people have adopted: pluralism, anti-colonialism, human rights and political democracy. Concurrently, students examine the role of the United States as a leader of the Free World, as a role model to the Third World and as a democracy in an emerging non-Communist world.

The treatment of any of these themes draws upon the chronological knowledge of the students and upon their abilities to analyze, categorize and synthesize as they attempt to make sense of the position of the United States in the world and its possible position in the future. This unit is not only the chronological conclusion to the three-year history sequence, but also its intellectual conclusion. It continues analysis of the failures as well as the successes of America in the world. Teachers encourage students to acknowledge the process of history, its unfilled promises, especially the disabilities American life has imposed on racial and cultural minorities, women and persons whose economic and social positions have been disadvantageous. Also, they suggest consideration of the problems that U.S. policies have imposed upon the world. Simultaneously, they guide students in an investigation of the avenues for the amelioration of domestic disabilities among disadvantaged groups as well as the powerful and successful voices of mainstream America in favor of pluralism, democracy and justice.

Humanities Correlation

Some examples of literature, music and art related to this unit:

LITERATURE
Alas, Babylon (Frank)
Animal Farm (Orwell)
Anthem (Rand)
Brave New World (Huxley)
Bridges at Toko-Ri, The (Michener)
Bright Shining Lie, A (Sheehan)
Catch 22 (Heller)
One Day in the Life of Ivan Denisovich (Solzhenitzen)
On the Beach (Shute)

Pentagon Papers, The
Ugly American, The (Broderick)

MUSIC
protest music - Woody Guthrie, Pete Seeger, Joan Baez, Bob Dylan, the Beatles
Gershwin revival
West Side Story (Bernstein)
Sounds of Silence (Simon and Garfunkel)

ART
Jacob Laverna

CONNECTIONS

The grade 11 course of study includes relevant components from history, geography, political science, economics, anthropology, sociology and ethics.

This course of study provides a chronological and thematic treatment of recent world and U. S. history which examines, compares and contrasts various political, economic and social systems. A keen awareness of geography is required as the students study the impact of imperialism around the world, the two world wars and the emergence of the superpowers. They are expected to form and defend conclusions based on a specific set of values influenced by their understanding of the cultures and societies they are studying.

LINK TO GRADE 12

Students use the economic and political skills developed in previous grades in preparation for the study of the American Political and Economic Experience.

OVERVIEW

HIGH SCHOOL - GRADE 12
THE AMERICAN POLITICAL AND ECONOMIC EXPERIENCE

COURSE OF STUDY

THE AMERICAN POLITICAL SYSTEM: PROCESS AND POWER

- The Nature of Political Behavior
- The Origins of Political Thought
- The American Political System
- The Individual in the Political Process

THE AMERICAN ECONOMIC EXPERIENCE: SCARCITY AND CHOICE

- The Nature of Economic Behavior
- The Origins of Economic Thought
- The American Economic System
- The Individual in the Economic Process

F. S. 232.246 requires .5 credit each in American Government and Economics. The above two courses fulfill those statutory requirements. However, a student may meet the statutory requirement by taking a current .5 credit course in Economics and American Government.

RATIONALE

The primary purpose of political and economic education is to provide individuals with the knowledge and skills necessary to participate effectively in the process of social decision making. This course of study assists students in:

- considering not only the short-term effects of a decision, but also its long-term effects and possible unintended outcomes;
- seeing the connection between personal self-interest and societal goals;
- understanding how individual and social choices are made in the context of a representative democracy and a mixed-market economy;
- analyzing the impact of public policies and events on such social goals as justice, equality and liberty; and

- recognizing the relationship between domestic, political and economic policies and the global political and economic condition.

The vitality of American democracy depends upon the ability of its citizens to think and act effectively about issues that challenge our world, nation, state and community.

The vitality of American democracy depends upon the ability of its citizens to think and act effectively about issues that challenge our world, nation, state and community. Students come to this course of study with information about the foundations and basic principles of our political and economic systems. If they connect this knowledge with a sense of social ethics and a willingness to be informed and involved, they have the means to develop a sense of political and economic efficacy. The final activity of the course demonstrates that they can, indeed, accept personal and social responsibility and that they know how to create, share, shape and pursue visions. They are prepared to participate in democratic processes and have answered the question: *What is my responsibility as a well-educated person to empower myself politically and economically to ensure a quality life for myself and others?*

DEVELOPMENTAL CHARACTERISTICS

After 12 years of focused academic study of geography, history, economics, government, and the social and behavioral sciences, 12th grade students have a greater understanding of human behavior. Their knowledge of the past, the present and the possibilities of the future predisposes them to recognize the need for political and economic efficacy. They are capable of formal operational reasoning and can think abstractly, and they should be encouraged to function at that level (Piaget and Inhelder, 1958).

INSTRUCTIONAL CHARACTERISTICS AND STRATEGIES

. . . provides a vehicle for community involvement.

Well-educated citizens have knowledge about how societal and individual political and economic issues are defined through the dynamic interplay of political and economic forces and are capable of making political and economic decisions in a reasoned manner. As this course integrates political and economic thought and action, students focus on issues of the present and use the processes of analysis, reasoning and decision making to apply social criticism and become active participants in political and economic systems.

Teachers provide opportunities to apply the political and economic principles and concepts learned throughout this program of study to a contemporary issue of concern relevant to both the students and the community. This course provides a vehicle for community involvement which might include participation in political or economic activities, working with local social agencies, assisting business groups, working with community groups and agencies, and internships with local government and businesses. Or students may complete a research project on a political and/or economic issue of concern. While the issue may have state, national or even international ramifications, it should be an issue of significance for the local community and one in which they may participate in the process of effecting change.

The description of the issue, the collection of data, the analysis of the issue and the suggested solutions, using either a group or individual effort, may include but not be limited to: research papers, debates, slide presentations, video productions, oral presentations, student plays or models. In whatever manner the project is presented, the focus should be on active participation by the student in a decision-making or problem-solving activity using research and empirical investigations.

> . . . active participation by the student in a decision-making or problem-solving activity using research and empirical investigations.

PURPOSE

After completing this course of study, students should be able to answer the following questions:

HOW ARE DECISIONS ABOUT THE ALLOCATION OF SCARCE RESOURCES MADE?

WHO GAINS FROM THESE DECISIONS AND WHO LOSES?

HOW ARE CONFLICTS OVER THESE DECISIONS RESOLVED?

WHAT ARE THE ETHICAL QUESTIONS RELATED TO THE USES OF POWER AND WEALTH?

WHAT IS THE RELATIONSHIP BETWEEN POLITICS AND ECONOMICS?

HOW DO I PARTICIPATE POLITICALLY AND ECONOMICALLY IN A GLOBALLY INTERDEPENDENT WORLD?

WHAT ARE MY RESPONSIBILITIES AS A WELL-EDUCATED PERSON TO EMPOWER MYSELF POLITICALLY AND ECONOMICALLY TO ENSURE A QUALITY LIFE FOR MYSELF AND OTHERS?

CONTENT

. . . students learn to reason carefully about political and economic issues and behaviors.

The content focuses on the dynamic and interactive nature of the political and economic decision-making process and its impact on the past, present and future. The main purpose of this year of study is to provide an academic framework within which students learn to reason carefully about political and economic issues and behaviors. An integral part of the course also includes an analysis of the interdependance between our political and economic systems. This process is based upon assumptions about human behavior and follows logical procedures to describe and explain political and economic activity. Students explore the foundations of our political and economic practices, the views of the framers of the Constitution, the theories of representative and participatory government, the theories of capitalism and socialism and the way our decision-making practices differ from alternate systems found elsewhere around the globe (Reinke, Schug and Wentworth, 1989). During this course of study, teachers engage students in the exploration of local, national, and international issues and events to stimulate curiosity and to create opportunities for learning and practicing behaviors appropriate to a democratic society in a globally interdependent world.

GRADE 12
THE AMERICAN POLITICAL SYSTEM: PROCESS AND POWER

. . . political behavior is natural to human beings.

Underlying the study of the American political system are fundamental beliefs that political behavior is natural to human beings and that increased understanding of politics and power enhances individual effectiveness in political interaction. In this course, teachers and students describe their own political behaviors, analyze the dynamics of political issues and practice decision-making skills. By so doing, teachers may encourage students to consider becoming active and effective participants in the American political process.

MAJOR UNITS OF STUDY

- The Nature of Political Behavior
  defining political behavior, power: its acquisition, maintenance and extension
- The Origins of Political Thought
  classical and modern political theorists and thought, comparative political systems, evaluation of democratic political systems
- The American Political System
  sources, structure and function of government; constitutional framework; federalism; separation of powers; American government as a system
- The Individual in the Political Process
  political socialization, public opinion, interest groups, political parties, elections and political efficacy, majority/minority conflict, elitism versus pluralism, public policy formation, media influence, rights and responsibilities of citizenship, civil liberties, conflict and compromise, ethical behavior, and effective decision making

LINK TO VISION

This course of study fosters a sense of personal and political efficacy and helps develop a greater acceptance of personal and social responsibilities as it provides opportunities for students to engage actively in intellectual adventures through the critical examination and evaluation of the political process. They examine political thought to develop a vision of a society in which power is more equitably distributed and the political process is more truly democratic.

LINK TO K-11

The historical perspective of Western and American political events and movements developed in grades 9 - 11 includes the essential knowledge necessary to begin a critical examination of the contemporary American political process while building upon the theoretical and practical framework begun in that study.

COURSE OF STUDY

The four units of study are not designed to be of equal length in instructional time. Since the major focus is on *The Individual in the Political Process*, teachers may adapt topics from the first three units to accommodate the needs and interests of the students. As previously noted in the overview, this course of study provides opportunities to apply political concepts and principles to a contemporary issue of concern to both the student and the community.

THE NATURE OF POLITICAL BEHAVIOR

Students begin with an examination of the nature of politics and political behavior. Defining political behavior in terms having both relevance and meaning is of critical importance so that they realize that each of them exhibits political behavior as they interact with others. Therefore, the discussion of political behavior concentrates on personal experiences and provides a framework for understanding the political behavior of groups, communities, states and nations. The maintenance, acquisition and extension of power are primary topics in this unit as teachers help students establish the relationships between power and authority and contrast the legitimate uses of power with abuses of power. Finally, they examine the underlying precepts of political thought which are naturally associated with political behavior.

> . . . teachers help students establish the relationships between power and authority . . .

THE ORIGINS OF POLITICAL THOUGHT

Students build upon content taught in preceding courses of study by exploring the sources of thought that have shaped political systems. They examine classical political thought from such theorists as Plato, Aristotle, Aquinas and Machiavelli. From these theories teachers assist students in extracting essential principles of government that have influenced the development of political systems throughout the world.

Students explore the foundations of modern political thought through the study of the political theories of Thomas Hobbes, John Locke, Jean Jacques Rousseau, Edmund Burke, Karl Marx, John Stuart Mill, Georg Wilhem, Friedrich Hegel, C. Wright Mills and others. They examine the advantages and disadvantages of various political systems and the uses of power that have evolved from these theories. These include forms of government such as oligarchy, monarchy and democracy, as well as various political systems such as republicanism, socialism, communism, fascism, anarchism and totalitarianism. Teachers have students consider the impact of these political theories on the development of the American political system. They conclude this unit with a comparison of modern political systems (democratic, socialist and totalitarian) and an evaluation of their effectiveness vis-a-vis the American political system.

. . . an examination and comparison of modern political systems. . .

THE AMERICAN POLITICAL SYSTEM

An examination of the documents that define and describe the American government provides students the opportunity to understand the American political system. They analyze the political principles stated in the Declaration of Independence, the Preamble to the Constitution, the Constitution, the Amendments to the Constitution and the Federalist Papers to discover how these documents provide the rationale for representative government, the design of the American political system and the process for change. This analysis helps them understand the relationship between the American people and their government.

As students examine the concept of federalism, they understand that the structure of government defined by the Constitution is a practical application of the attempt to control and manipulate power. They consider how the concepts of elitism and pluralism are used to explain the distribution of power in the American political system. They examine the functions of the three branches of government in protecting the rights of the individual, the relationship between the national government and state governments, and the manner in which this structure is mirrored in state and local government. Teachers encourage them to compare the structure and function of our American political system with the structure and function of other contemporary political systems.

. . . students use systems theory to examine American political institutions.

Finally, students use systems theory to examine American political institutions. In the process, they analyze the interrelationship of all the elements of our political system considering inputs, outputs and functions.

THE INDIVIDUAL IN THE POLITICAL PROCESS

The final unit in this semester of study focuses on the dynamics of the political process and the role of the individual in that process, emphasizing the goal of participatory democracy. Topics include: political socialization, public opinion, interest groups, public policy, political parties, elections, majority/minority conflicts, elitism, pluralism and political efficacy.

In studying political socialization, teachers encourage students to examine the sources and influences on their own political tendencies and beliefs. They consider the sources of public opinion and the creation of interest groups, along with their influence on the political system. Students study the formation of public policy in the United States, including the role of the media in both its formation and in the shaping of public opinion. They explore and assess the influence of the media on our political system and analyze the American political party system, the election process and demographics of local, state, and national voting patterns. Students consider the control of power from an elitist and pluralistic perspective with attention given to investigating the positions and roles of women and minorities in the political process. They are challenged to assess the role their own political behavior plays in determining the flow of power through our political system and resolving the conflicts inherent in a pluralistic society.

. . . students examine the sources and influences on their own political tendencies and beliefs.

Finally, students are asked to conduct an examination of some major issues of more personal concern: the rights and responsibilities of the individual under the Constitution, the importance of our civil liberties and the need to maintain vigilance with regard to their protection. They analyze conflict resolution and compromise as procedures used throughout our history to ensure that the Constitution and government continue to function as designed. Teachers have students explore examples of compromise and conflict resolution from issues facing the community, nation and world and challenge them to resolve conflicts using skills acquired from their study. As they pose questions involving ethical behavior in politics, they encourage an analysis of the underlying system of morality with which one can judge the ethics of a given political behavior. They provide many opportunities, both here and throughout the semester, for students to practice effective decision-making skills.

Literature Correlation

The following is a list of titles recommended for teachers and students to enhance the study of politics:

1984 (0rwell)
Advise and Consent (Drury)
All the King's Men (Warren)
All the President's Men (Woodward & Bernstein)
Animal Farm (Orwell)
Brave New World (Huxley)
Constitutional Democracy: Policies and Politics (Woll)
Lord of the Flies (Golding)
Making of the President, The (White)
Party Politics in America (Sorauf)
Pluralist Democracy in the United States (Dahl)
Political Participation: How and Why Do People Get Involved in Politics? (Milbrath)
Politics (Aristotle)
Politics, Parties, and Pressure Groups (Key)
Politics: Who Gets What, When, How (Lasswell)
Power Elite, The (Mills)
Public Opinion and American Democracy (Key)
Republic, The (Plato)
The Irony of Democracy: An Uncommon Introduction to American Politics (Dye & Ziegler)
The Political System: An Inquiry into the State of Political Science (Easton)
Who Rules America? (Domhoff)
Who's Running America? (Dye)

CONNECTIONS

Anthropology - Reviews formation and function of major social institutions including government
Sociology - Centers on group dynamics that include voting patterns, voting behavior and special interest groups
History - Reviews the sources of past theories of politics and power
Geography - Examines geographic influences on the spread of political ideas and theories and the effect of demography on political processes
Economics - Centers around the distribution and redistribution of wealth as related to power

Ethics/Values - Emphasizes both personal and social responsibility for participation in the democratic political process; challenges students to critically examine and evaluate the ethics of a given political behavior

Humanities - Solicits critical examination of political theories given knowledge of the contemporary political process

Thinking Skills - Promotes the development and application of thinking skills through critical analysis and evaluation; focuses on the acquisition of information and the use of decision-making and problem-solving skills as an integral part of political dynamics

LINK TO OTHER DISCIPLINES

- **Mathematics** - Interpretation of statistical data through charts, graphs, and other graphic representations
- **Science** - Demonstrates a practical application of the scientific method on social science content
- **Language Arts** - Provides for development and practice of writing and oratorical skills
- **Graphic Arts** - Interpretation of visual data, e.g., political cartoons

GRADE 12
THE AMERICAN ECONOMIC SYSTEM: SCARCITY AND CHOICE

Basic to the study of economics is how individuals and nations make choices about the use of scarce resources to fill their needs and wants. Since students function as both consumers and producers, they realize that scarce resources necessitate choices and consequences. In this course, teachers help them build upon economic knowledge learned in earlier grades, make connections between economic and political decisions, and provide opportunities to practice decision-making skills thereby enabling them to become active and effective participants in the American economic process.

MAJOR UNITS OF STUDY

- The Nature of Economic Behavior
  importance of economics and economic behavior, relationship of power to economic and political behavior, scarcity, factors of production, basic economic questions, circular flow, opportunity costs, and trade offs
- The Origins of Economic Thought
  contributions of individuals such as Adam Smith, Karl Marx and John Kenneth Galbraith; their impact on the growth and change of economic activity throughout the world
- The American Economic System
  mixed-market system, federalism and economic responsibility, media and public opinion, the role of government, macroeconomics and politics, and international influences
- The Individual in the Economic Process
  consumers and producers, unions, supply and demand, economic decision-making, microeconomics, economic problems, equal economic opportunity, compromise, the ethics of economic behavior, and problem solving

LINK TO VISION

This course of study provides a well-educated person with the analytic tools necessary for empowerment through an examination of the historical, philosophical, political and social characteristics required for successful participation in a democratic society in a globally interdependent world.

LINK TO K-11

The course of study presents the theoretical and practical framework within which economic events can be related to individual experience and enhances the skills necessary for developing a sense of economic efficacy. The historical perspective of Western economic practices and movements developed in grades 9 - 11 includes information needed to begin a critical examination of the American economic process.

COURSE OF STUDY

The four units of study are not designed to be of equal length in instructional time. Since the major focus is on *The Individual in the Economic Process*, teachers may adapt topics from the first three units to accommodate the needs and interests of the students. As previously noted in the overview, this course of study provides opportunities to apply economic concepts and principles to a contemporary issue of concern to both the student and the community.

THE NATURE OF ECONOMIC BEHAVIOR

In this unit, teachers introduce the economic perspective. Economic behavior is defined in terms of scarcity and choice. Students review the basic economic questions which must be answered by both individuals and societies. They study the methods by which communities, states and nations allocate scarce resources and examine the relationship between the basic economic questions and the factors of production and circular flow. Teachers stress the importance of choice and economic decision making and urge students to realize the need to consider opportunity costs, make trade-offs and recognize the conflict between individual and societal goals. Students explore the relationship between political and economic behavior and examine the attributes of power and their relationship to economic and political behavior. Ultimately, they understand the important role that economics plays in both personal and social terms.

> . . . the important role that economics plays in both personal and social terms.

THE ORIGINS OF ECONOMIC THOUGHT

Students build upon content taught in the high school history sequence by examining the sources of thought that have shaped economic systems. They explore implications from the theories of individuals such as Adam Smith, Pierre Joseph Proudhon, Karl Marx, William Graham Sumner and John Maynard Keynes. They also consider the contributions of more contemporary theorists, e.g., John Kenneth Galbraith and Arthur Laffer. From these theories, teachers assist them in extracting the principles that provide a foundation for the American economic system and economic systems throughout the world. Students compare the ideas promoted by each theorist, assess the influence of these theories with regard to our mixed economic system and consider the ethical implications of each.

THE AMERICAN ECONOMIC SYSTEM

In this unit, teachers establish the interrelationship of economics and politics as students examine the American economic system. By studying our mixed economic system and contrasting it with other economic systems, teachers assist them in understanding its characteristics and operation. As they consider the crucial role that government plays in our economic system through monetary and fiscal policies, students begin to realize the relationship that exists between macroeconomics and politics. This relationship is further developed as they become more aware of the mutual influence of the international community on our economic system. They consider the influence of special interest groups, the media and public opinion on shaping economic decisions. These considerations assist them in understanding the concept of federalism and in assessing economic responsibility in our society.

> . . . realize the relationship that exists between macroeconomics and politics.

THE INDIVIDUAL IN THE ECONOMIC PROCESS

Students consider their roles as consumers and producers in our economic system and discover how those roles interact. Teachers give special attention to the development of economic decision-making and problem-solving skills as they relate the roles individuals play in the microeconomic process. As consumers, students recognize the impact of individual economic decisions on the economic condition of the local community and examine their ramifications on the state, nation and world. As producers, they consider the roles that individuals play within economic organizations and the connection between management and labor. As they explore the relationship between consumers and producers, teachers help them establish an awareness of the link between supply, demand and price. Students analyze the impact of economic activities and demographics in relation to growth and stability.

. . . encourage students to analyze the underlying system of values with which one can judge the ethics of a given economic behavior.

Teachers provide opportunities to consider economic problems such as tax policy, national debt, budget deficit, balance of trade, economic growth, unemployment, a skilled work force and equal economic opportunity (e.g., access to equitable economic conditions for minorities and distribution of wealth). They lead students in exploring examples of conflict or compromise related to economic decisions such as the allocation of resources and the operation of financial institutions. Students become aware of those who gain and those who lose. Questions are posed involving ethical behavior in economic situations and students are encouraged to analyze the underlying system of values with which one can judge the ethics of a given economic behavior. Many opportunities are provided, both here and throughout the course, to practice effective problem-solving skills.

Literature Correlation

The following is a list of titles recommended for teachers and students to enhance the study of economics:

Animal Farm (Orwell)
An Inquiry into the Cause and Effect on the Wealth of Nations (Smith)
Atlas Shrugged (Rand)
Bread and Roses (Metzer)
Brother, Can You Spare a Dime? (Metzer)
Capitalism, Socialism, and Democracy (Shumpeter)
Das Kapital (Marx)
Economic Way of Thinking, The (Heyer)
Economics in America: Opposing Viewpoints (Greenhaven Press)
Economics of Public Issues, The (Harper & Row)
Grapes of Wrath, The (Steinbeck)
In Search of Excellence (Peterson and Waterman)
Making of Economic Society, The (Heilbroner)
Megatrends (Nasbitt)
Small Is Beautiful (Schumacher)
Theory Z (Ouchi)
Third Wave, The (Toffler)
Toward the Next Economics (Drucker)
Working: People Talk About What They Do All Day and How They Feel About What They Do (Terkel)
Worldly Philosopher, The (Heilbroner)

CONNECTIONS

Anthropology - Reviews formation and function of major social institutions including the economy

Sociology - Centers on the economic interaction of individuals and groups as consumers and producers

History - Reviews the sources of past theories of economics

Geography - Examines geographic influences on the spread of economic ideas and theories and the effect of demography on economic processes

Political Science - Centers around the relationship between people and their government.

Ethics/Values - Emphasizes both personal and social responsibility for participation in the mixed-market system; challenges students to critically examine and evaluate the ethical and unethical use of wealth

Humanities - Solicits critical examination of economic theories given knowledge of the contemporary economic process

Thinking Skills - Promotes the development and application of thinking skills through critical analysis and evaluation; focuses on the acquisition of information and the use of decision-making and problem-solving skills as an integral part of economics

LINK TO OTHER DISCIPLINES

- **Mathematics** - Interpretation of statistical data through charts, graphs, and other graphic representations
- **Science** - Demonstrates a practical application of the scientific method on social science content
- **Language Arts** - Provides for development and practice of writing and oratorical skills
- **Graphic Arts** - Interpretation of visual data, e.g., editorial cartoons

APPENDICES

The Process
The Product
Teacher Survey- Review and Analysis
Guidelines for Addressing Implementation Concerns
Summary of Presentations from Special Interest Groups
Criteria for Establishing a K-12 Program of Study
Scopes and Sequences

THE PROCESS

1. Define Social Studies to include, but not be limited to, a description of the need to perpetuate our society through such studies, the essential nature of social studies to mass public education and to recognize, promote and enhance the individual as a member of society and to fill the office of citizen.

2. Define and describe the social studies teacher and the social studies classroom that will provide an atmosphere for maximum learning.

3. Establish criteria to be used in the developmental process to include, but not be limited to, the following:

    a. recognize the diversity of Florida's students and address their specific needs and interests
    b. address the increasing interdependence and changing nature of the world
    c. include process as an integral part of the social studies program
    d. include student developmental and learning theories
    e. specify content selection and learning environments
    f. encourage participatory citizenship
    g. provide relevance as a basis for curriculum content
    h. provide sufficient direction and flexibility
    i. develop relationships of past, present and future
    j. provide a comprehensive, systematic and cohesive sequence
    k. provide for community involvement
    l. include a balance between the affective and cognitive domains
    m. maintain a constant relationship between the *Vision* and the product
    n. analyze the implications and impact of the social studies program on the total K-12 curriculum and the various school districts

4. Develop a draft of a model K-12 Social Studies Program of Study.

5. Provide a second opportunity for special interest groups to offer input.

6. Initiate regional/district reviews.

7. Edit for a final report.

8. Submit the Florida Commission on Social Studies Education K-12 Social Studies Program of Study to the Commissioner of Education.

9. Commissioner of Education reviews and responds.

THE PRODUCT

1. The K-12 Social Studies Program of Study should define the social studies teacher and the social studies classroom.

2. The K-12 Social Studies Program should provide for a scope and sequence.

3. The K-12 Social Studies Program should include a framework, guidelines, and a rationale by grade level.

4. The K-12 Social Studies Program should provide for a progressive, cumulative and developmental scope and sequence.

5. The K-12 Social Studies Program should specify content and concepts by grade level.

6. The K-12 Social Studies Program should specify content which is firmly grounded in history, geography, economics, government, the humanities and behavioral and social sciences.

7. The K-12 Social Studies Program should address elements of a balanced social studies program.

8. The K-12 Social Studies Program should be ideal providing a *best practices* program of study.

9. The K-12 Social Studies Program should provide a rationale for recognizing the social studies classroom as the appropriate setting for the discussion of issues.

10. The K-12 Social Studies Program should include processes which contain creative and critical thinking, and decision-making and problem-solving activities.

11. The K-12 Social Studies Program should be printed as a neat, attractive and readable package.

12. The K-12 Social Studies Program should serve as a basis for future development, including teacher preservice and inservice programs, teacher handbooks and ancillary materials.

TEACHER SURVEY
REVIEW, ANALYSIS AND EVALUATION OF THE CURRENT SOCIAL STUDIES PROGRAM

At the October 1988 annual meeting of the Florida Council for the Social Studies, the members of the Florida Commission on Social Studies Education asked district social studies supervisors and those attending an information session on the deliberations of the Commission to respond to an informal survey. The response was more than expected as many supervisors and teachers took copies back to their district and returned them after school and district discussions. The survey focused on student learning, culture of the school, teaching practices, teacher training, curriculum, the profession of social studies education and public support for education in general and social studies in particular. In addition, teachers were asked what there was about teaching that provided them with the most professional satisfaction and what elements of their professional life would they change.

An analysis of the survey was made by a graduate assistant at the University of Florida experienced in the analysis of structured questionnaires. Following is a brief review of that survey.

Approximately 80 percent of all teachers responding to the survey feel a moderate or serious problem exists wherein students are leaving school without the knowledge, skills and attitudes that are important and desirable outcomes of a social studies program. As one teacher put it, "....a whole lot of teaching goes on, but not much learning."

In grades 4 - 12, 75 percent of the teachers see as a moderate to serious problem the attitudes of students toward social studies. It appears that the social studies are seen to lose the interest of students very easily; perhaps during the first years they are generally singled out as separate courses.

In observing the culture and organization of schools, 75 percent of teachers feel that the energy of administrators and teachers is focused on matters of management and control rather than on the teaching and learning of social studies, particularly the teaching and learning of higher-level thinking skills, participation skills and democratic values. Teachers feel that they "....often end up teaching to the test rather than having time to explore various areas."

Teachers feel that a moderate amount of instruction in the social studies is characterized by a variety of teaching and evaluation methods. This is mostly true, however, in the elementary school where "....grade level meetings support evidence of planning a variety of ways to cover the curriculum."

Well over half the teachers feel that the recent graduates of teacher education programs have received adequate training and are familiar with recent educational research and "....are familiar with current texts and curriculum." The middle school teachers are viewed as weakest in this regard.

Teachers are in disagreement over the problem of the social studies curriculum and whether it is focused primarily on specific facts and broad conclusions from history and other social science disciplines. The real question may be, "Is content teaching the purpose of the social studies program?" On the one hand, teachers feel that "....if one follows the Department of Education performance standards the focus will be on higher-level learning skills" while other teachers feel "....we should stress facts."

Most teachers feel that the social studies curriculum is **not** based on developmental needs of students and, in addition, does not emphasize important societal issues and effective participation in society. Teachers feel "....the newer texts do emphasize issues and participation but it is not getting past the creators of the curriculum to teachers down to the students."

The issue of public support for education in general and social studies in particular is of much more concern to secondary teachers than those in elementary schools. Public support decreases as students advance through the grades. Teachers feel that "the public is apathetic" and if "the public is not aware, the students follow suit."

When teachers were asked what provided them with the most professional satisfaction, the most common response dealt with the success of students in their future coursework and on into adulthood. Many mentioned the idea of students returning to the classroom to share their experiences. Also scoring high was short-term growth in social studies skills and social development - whether shown through success in the current course or increased social skills such as socialization and thinking. Interestingly, the idea of motivating students and having them enjoy social studies was mentioned much more often by middle school teachers than elementary or high school teachers.

Teachers were asked to look at their professional lives and suggest changes that would help them to become better teachers. Their responses were not surprising. Those suggestions most often mentioned were opportunities to study (inservice) and teach. There is an obvious need to reduce paperwork and class size. Also mentioned were more opportunities for involvement in curriculum and textbook decisions.

If there is one overriding concern of teachers across the grade levels it is that students should enter a new class with the skills and knowledge assigned to their previous courses. It seems that most teachers would be pleased if their peers successfully covered the scope of their courses. Review is seen as much more understandable than re-teaching or introducing material that should have been taught at an earlier grade. Teachers from all grade levels were consistent in wanting basic social studies skills to be taught early and reinforced continually.

GUIDELINES FOR ADDRESSING IMPLEMENTATION CONCERNS

The Commission recognizes that the implementation of any new curriculum product - be it a single course, a new strategy or a total program of study - generates some very valid concerns. The following guidelines may assist state, district and school leaders to meet the challenges that are an inevitable part of their commitment to accept the Commission recommendations.

Inservice

Inservice requires a two-tier approach. Department of Education staff and Commission members should provide a training model to district social studies coordinators and school-based teacher/leaders to facilitate the implementation of the K-12 program of study and complement restructuring efforts.

Inservice should involve both the further education of and continuing support for existing teachers in social science content areas, pedagogy and instructional strategies, the use of instructional materials, thematic teaching, curriculum integration, etc. Models that provide initial inservice and continuing support should be funded for this purpose.

The **delivery** of classroom instruction is of major concern. C. Frederick Risinger, in his presidential address at the 1990 NCSS Annual Meeting, reminded us that "We must turn part of our attention to how we teach, as well as what we teach . . . the very best curriculum - one written by angels - is useless" in the hands of unprepared teachers.

Instructional Materials

Teachers must have access to a wide variety of instructional materials that fit the needs and experiences of their students. In grades K-2, no student text is needed. Instead, a strong teacher's guide with hands-on support material (tapes, stories, pictures, maps, music) should provide the foundation for teachers to design integrated classroom lessons.

In grades 3-12, a single basal text is no longer adequate. Teachers will need access to an assortment of materials, including both primary and secondary sources. These materials should be literature-based, integrated with the humanities, include a multicultural focus and take advantage of new and emerging technologies.

Options for materials development might include establishing

- a clearinghouse for district-developed units of study.
- a proposal process for textbook publishers to bid on the development of Florida specific materials.
- co-development projects with several publishing companies

- curriculum development and renewal grants to universities and agencies.
- continued support for the purchase of computer software.
- co-development projects for interactive videodiscs.
- use of telecommunications.
- ancillary materials developed by community agencies or organizations.

Implementation Schedule

The K-12 scope and sequence is a *best practices* program of study intended to guide state, district and school leaders in their efforts to improve the quality of social studies education in Florida. As districts begin to restructure, implementation plans should be selected to meet school and district needs. They may effect one of the implementation options or develop one of their own.

Option 1
Year 1: K, 3, 6, 9, 12
Year 2: 1, 4, 7, 10
Year 3: 2, 5, 8, 11

Option 2
Year 1: K, 1, 2, 3, 4, 5
Year 2: 6, 7, 8
Year 3: 9, 10, 11
Year 4: 12

Curriculum Frameworks and Performance Standards

The revision to curriculum frameworks and performance standards has been an ongoing activity of the Department of Education and future revisions should reflect the K-12 program of study. The characteristics of a well-educated person found in *A Vision for the Social Studies* complement the development of statewide core competencies for the social studies.

Legislative Requirements

The courses identified within the scope and sequence are congruent with the intent of current legislative mandates. By adopting this program of study schools/districts would be adding one credit to the current graduation requirements. Districts that choose to continue the current program to meet high school graduation requirements may do so by offering the following courses: 1 credit American history, 1 credit World history, .5 credit in American Government and .5 credit in Economics.

Elective Program

The grade 6-12 courses in the program of study will be enhanced by a strong elective program that meets the needs and interests of students in each district. Currently, even the most ambitious district requirements still allow between 2.2 (7-period day) and 1.7 (6-period day) units of electives each year. Traditionally, social studies elective programs have had one of the highest, if not the highest, enrollments. Effective site-based management in scheduling academically challenging electives should continue to generate the same level of student interest in the social sciences.

Assessment

While the traditional forms of assessment will continue to serve useful purposes to measure some aspects of student performance or provide data regarding program evaluation, classroom assessments should take alternative forms. District and school instructional leaders may wish to explore the use of portfolios, essays, and group or individual presentations using a variety of technology or multimedia formats to assess student achievement. An assessment activity should be a valid instructional experience in and of itself.

Instructional Time

Consistent, regular social studies instruction is needed in grades K-5. A balanced program with instruction in the social studies, sciences, language arts, mathematics, physical education and the fine arts should be the goal when structuring the elementary school day. Dedicated time, recognizable as social studies education, should be scheduled, either on a daily basis or as block time, three times a week.

Within the traditional secondary school format, daily instruction in social studies concepts and skills is needed. As districts pursue flexible scheduling to provide for interdisciplinary units of study, these daily blocks of time may not always be of the same length or intensity. The gains, however, from well-planned, well-executed integrated teaching far outweigh the number of minutes per discipline. In all instances, care must be taken to ensure that sustained, regular instruction in the social sciences is not compromised by a myriad of single issue, unrelated topics.

Equal Opportunities for All Students

The Commission believes that all students should have access to a rigorous academic program of study. District and school curriculum leaders may wish to explore alternative strategies for the presentation of academic material to students of varying abilities. Our research has led us to the conclusion that tracking is to be held suspect at all levels of schooling. Heterogeneous grouping should in no way dilute the impact of comprehensive, challenging course work. High expectations for all students and diverse delivery systems should be the goal. All students deserve the right to succeed (or fail) in an academic program of study.

SUMMARY OF PRESENTATIONS BY SPECIAL INTEREST GROUPS

During the July 1988 meeting of the Commission, the members held what might be called public hearings on the Commissioner's charge to review the current status of the social studies program in Florida and to elicit concerns and recommendations from the public and organizations that might have a special interest in social studies education. The response was a positive one in regard to the concern that the social studies should continue to include many programs that were already in place and emphasize some aspects of history that appeared to have been ignored over the years. Following is a brief recapitulation of the comments from those who took advantage of the opportunity to address the Commission.

Tess Wise, Executive Director of the Holocaust Memorial Resource and Education Center of Central Florida, felt that a goal of social studies education should be to work toward a community with no racism, no prejudice and no anti-Semitism. The K-12 Social Studies Program of Study addresses this issue at each grade level.

Nan Rich, Chair, Central Agency for Jewish Education, felt that there were many lessons to be learned from a study of the Holocaust. The Holocaust is a part of the general study of humanity, especially during the final year of the high school three-year history sequence.

Richard Van Scotter, Director of Education, Junior Achievement, asked that economic education continue to have a place in the total social studies program. The Commission has addressed this issue and has linked economics to each grade level course of study.

Enid Johnson, Board of Trustees of the Black Archives of Florida, recommended that African American history be an integral part of the social studies and that textbooks should include instructional materials on African American personalities as they occur within history. The Commission has revised the history courses so that a continuing story, with appropriate and significant individuals, may be told. In addition, courses in the elementary and middle grades will focus on these personalities.

Ruth Jacobs of the Dade Heritage Trust encouraged the Commission to help young people realize the importance of preserving their communities, to cherish them as their place in time. The Commission has responded at the elementary level through focus on the state and community as a way of looking at cultures and history, at the middle school level by looking at contemporary Florida issues and topics, and the senior high through practical application during the 12th grade course of study.

Randy Akers, Senior Staff Member of the Florida Endowment for the Humanities, felt there should be a Florida history course in the early years so students could develop a sense of community. In addition, Florida's role in the world should be given emphasis. The Commission has addressed this issue through the study of Florida's history and communities in the elementary grades, the study of contemporary Florida in middle school and Florida, the nation and the world in senior high.

Dr. Nick Wynn, Education Director of the Florida Historical Society, recommended that all public school teachers should have a university course in Florida history. The Commission agrees with Dr. Wynn and would strongly suggest that a university course be considered as a condition for certification. A comprehensive inservice program, however, would serve this goal as well.

Suzy Bromwell, Vice President of the League of Women Voters of Florida, felt that a strong program of citizenship would provide quality and equality of opportunity. She felt that too much emphasis is placed on facts, dates and memorization and there is not enough learning - assimilation, processing and applying. The Commission readily agrees and has addressed citizenship throughout the program while designing courses that encourage the utilization of higher-level thinking activities and critical-thinking skills.

Jeff Sharkey, Director of the Florida Department of Education's Office of International Education, suggested that a social studies curriculum should promote international education and address a sensitivity to international relationships as well as the multi-ethnic/racial character of Florida. The Commission has addressed this issue throughout the program of studies with special emphasis on Florida in grades 2, 4, 5, 8 and 12.

Peggy Bulger, Administrator of the Florida Bureau of Florida Folklife Programs, stated that Florida is a very complex state with many people of varied cultural heritages and that a social studies program should help people to remain in contact with their heritages. Through a program of folklife studies people can retain a sense of family, region, and an awareness of self, community and traditions. The Commission has designed courses of study at the elementary and secondary level which encourage this type of program.

Daniel Costello, representing the Florida League of Cities, suggested that cities need an educated citizenry not only in broad terms but also about cities and the government that is closest to the people. The Commission has provided this opportunity throughout the program of study and especially at grades 8 and 12.

Louise Gopher of the Seminole Tribe of Florida stated that the Seminoles and other Native Americans should be a part of the story of the history and culture of our state and nation. The Commission has addressed this issue through studies in the elementary and secondary courses of study.

Don Fell, Executive Director of the Florida Council on Economic Education, would like to see economics integrated at each grade level. In addition, he felt there was a need for continuing inservice for K-12 teachers. The Commission has linked economics to each grade level with a discrete course at grade 12.

Kathleen Brown, Curator of Education for the Museum of Florida, provided information on the opportunities for teachers and students to use the resources and services of Florida's museum system. The Commission, through the design of courses of study, encourages teachers to take advantage of the museum programs.

Mimi Bissonnette, Educational Specialist with the Florida Law Related Education Association, said that we must recognize the importance of law education for our future citizens and the need for students to understand the role of law in our political and economic system. In addition, a study of the law would address the development of a positive attitude and help prevent delinquency. The Commission has provided for this type of activity through a linkage to ethics at all grade levels and an opportunity for study at grade 8 and as an elective program at the senior high level.

Henry Winter, Chair of the Americanism Committee of the Florida Society of the Sons of the American Revolution, felt that there should be a thorough study of colonial America, especially at the senior high level. This important period of our history is studied from the perspective of personalities and historical sequence in the elementary grades, again as part of the cultural geography sequence in the middle schools and as a full historical study at the senior high level.

Nancy Young-Wood, a teacher of exceptional children in Hillsborough County, suggested the Commission be sensitive to those students with exceptional abilities. The Commission's recommended program of study does not address this issue. However, as the course of study is implemented and instructional materials are developed, this issue will be addressed.

Frank Ciarlo, of the Education for Democracy Committee of the Florida Education Association-United, felt that a study of history and democracy is critical for an informed and educated citizenry. The final program of study proposal should prepare students for a better life in the 21st century. The Commission feels that the recommended program of study meets this criteria, and one member of the Commission has been a member of the FEA-United Education for Democracy Committee.

SUMMARY

The one predominant theme throughout all the presentations was that each presenter offered support. Each individual was helpful and offered their services to the Commission without reservation or qualification. This positive attitude gave the members of the Commission encouragement in completing a very difficult task.

CRITERIA FOR ESTABLISHING A K-12 PROGRAM OF STUDY

As the Commission members began their systematic process of deliberation, they found it necessary to define the terms they were using to ensure consistency of thought and action. The reader may find these useful in understanding the work of the Commission. Figure 3 defines these terms.

Figure 3: Definition of Terms

What is a **vision**?
. . . a compelling image that justifies a **program of study**

What is a **program of study**?
. . . a sequence of **courses of study** that address the vision

What is a **course of study**?
. . . a limited sequence of **units/topics** usually completed within a year

What is a **unit/topic**?
. . . a major focus of study that provides the context and sequence for selected **instructional topics**

What is an **instructional topic**?
. . . a central point according to which **lessons** may be planned and taught

What is a **lesson**?
. . . a set or sequence of **activities** that contribute to understanding an instructional topic

What is an **activity**?
. . . an activity consists of three elements:

1. intellectual set-orientation
2. stimulus
3. proposed set of verbal interactions within an **instructional cycle**

What is an **instructional cycle**?
. . . the **time to interact** with the activity.

Faced by the need to evaluate the current state of social studies in Florida as well as the task of analyzing other options critically, the Commission posed what it considered and still considers to be a critical question. ***What characteristics would enable one to identify an acceptable scope and sequence for an academic social studies program of study in Florida?*** In response to the critical question, the Commission developed and applied the following criteria:

1. An acceptable scope and sequence provides teachers with a complete program of study. By this, we mean that primary courses should ready students for intermediate grade courses; intermediate grade courses should prepare students for middle school courses; and middle school courses should contribute to student success in high school courses.

2. An acceptable scope and sequence provides teachers (and students) with a "map." With a complete program of study clearly articulated and available, a teacher preparing to teach a major topic to fifth grade students can accurately consider the prior learnings and experiences of students. And, as this teacher develops the major topics with students, he or she can legitimately make promises concerning future implications of the tasks with which students are engaged.

3. An acceptable scope and sequence contains significant opportunities for academic study at all levels of schooling - primary, intermediate, middle and high school.

4. An acceptable scope and sequence is one where primary grade and intermediate grade teachers find the scope and sequence interesting, challenging, teachable and worthy of being taught; where secondary school teachers find the scope and sequence academic, challenging and feasible.

5. An acceptable scope and sequence provides a context within which challenging activities appropriate to the developmental stages of children and adolescents can be introduced and processed to foster achievement, encourage growth and develop the capacity for academic problem solving. [With regard to this criterion, we critically and independently employed our understanding of the ideas of major learning theorists - Piaget (Beard, 1969); Vygotsky (1962 trans.); Neisser, (1976); Skemp (1979); and Egan (1979) - as these theorists have been adapted for application to the teaching of the humanities by such persons as Peel (1965); Hallam (1967 and 1970); Rhyss (1972); Adelson (1971); Levstik (1986); Common (1987); Kammi (1984 and 1985); Yopp (1988); and Zaccaria (1978).]

6. An acceptable scope and sequence emphasizes history and geography at all levels but includes relevant concepts and models from other social sciences as well as other academic disciplines as vital components of historical and geographical study.

7. An acceptable scope and sequence provides for the formal study of world history, including American history as an integral component, for a sufficient length of time, at an appropriate age, and with a set of topics that promises to develop a capacity to think historically as well as sufficient knowledge of the allusionary base necessary for literacy in our culture.

8. An acceptable scope and sequence provides for the formal study of geography for a sufficient length of time, at an appropriate age, and with a set of topics that promises to develop a capacity to think geographically as well as a knowledge of geographic information and skills.

9. An acceptable scope and sequence provides the opportunity for high school graduates to use their capacities to think historically and geographically to critically examine, understand and appreciate our political and economic institutions.

10. An acceptable scope and sequence consists of a reasonable number of topics and an appropriate balance between content and process so that teachers may promise and students, with cooperation and effort, may obtain the benefits of humanistic study.

11. An acceptable scope and sequence provides common frames of reference and knowledge within which the members of our pluralistic society can interact civilly and functionally with one another, whether the task be to cooperate, to conflict, to compete or to accommodate.

12. An acceptable scope and sequence contributes to the development of well-educated persons who possess the capacity to engage in actions associated with civic and moral responsibility. (We use the phrase contribute to the development of well-educated persons deliberately. The development of well-educated persons is also the responsibility of other academic programs of study.)

As the criteria for an acceptable scope and sequence were being developed, the Commission found that in Florida no uniform program of social studies exists in the primary grades and that the social studies are seldom taught consistently and systematically in the intermediate grades. With regard to middle schools and high schools, we found that middle school and high school courses (and teachers) are isolated from one another, that the scope of such courses is characterized by unintentional redundancies, and that instruction emphasizes the coverage of topics rather than academic analysis. In short, even as the criteria were evolving, it became obvious to the Commission that the current course offerings for social studies in Florida do not constitute a complete program of study. Figure 4, *Comparison of Recommended Florida K-12 Social Studies Program of Study to Selected District Course Offerings*, gives seven examples of the inconsistency of programs currently offered in the social sciences.

COMPARISON OF RECOMMENDED FLORIDA K-12 SOCIAL STUDIES PROGRAM OF STUDY TO SELECTED DISTRICT COURSE OFFERINGS

Figure 4

RECOMMENDED FLORIDA K-12 SOCIAL STUDIES PROGRAM OF STUDY		SELECTED DISTRICT COURSE OFFERINGS						
		1	2	3	4	5	6	7
K	MY FAMILY AND OTHERS	Self	Individual elementary district programs are defined by the textbook series adopted. At the present time, there is no protected time for elementary social studies nor is there any recommended uniform or consistent social studies curriculum for the state of Florida.					
1	FAMILIES NEAR AND FAR	Family						
2	OUR CULTURES: PAST AND PRESENT	Neighborhood						
3	BEGINNINGS: PEOPLE, PLACES AND EVENTS	Communities						
4	UNITED STATES AND FLORIDA HISTORY/GEOGRAPHY TO 1880	Geography: Regions Florida Studies						
5	UNITED STATES AND FLORIDA HISTORY/GEOGRAPHY SINCE 1880	United States History (Survey)						
6	GEOGRAPHY: ASIA, OCEANIA AND AFRICA	World Cultures	Introduction to the Social Sciences	World Cultures	World Geography	World Cultures	World Cultures	World Cultures
7	GEOGRAPHY: EUROPE AND THE AMERICAS	World Geography	World Geography	World Geography	Florida History	World Geography	World Geography	Civics
8	FLORIDA: CHALLENGES AND CHOICES	United States History (Survey)	United States History to 1880	United States History to 1880	United States History (Survey)	Civics	United States History (Survey)	United States History (Survey)
9	EASTERN AND WESTERN HERITAGE	"Electives"	United States History since 1880	Government and Economics	"Electives"	Government and "Elective"	Geography and "Elective"	World History
10	VISION AND THEIR PURSUITS: AN AMERICAN TRADITION - US HISTORY TO 1900	World History	"Electives"	World History	World History	World History	World History	"Electives"
11	VISIONS AND COUNTERVISIONS: EUROPE, THE UNITED STATES AND THE WORLD FROM 1848	United States History (Survey)	World History	United States History since 1880	United States History (Survey)	United States History (Survey)	United States History (Survey)	United States History (Survey)
12	THE AMERICAN POLITICAL AND ECONOMIC EXPERIENCE	Government and Economics	Government and Economics	"Electives"	Government and Economics	Economics and "Elective"	Government and Economics	Government and Economics

SCOPES AND SEQUENCES

In recent years, numerous scopes and sequences for the social studies have been developed and disseminated. The Commission examined the National Commission on the Social Studies proposal (1989); the programs developed by the Bradley Commission on Teaching History in Schools (which includes the California Framework for Social Sciences (1987); several alternatives developed by the National Council for the Social Studies; and other options as well. Although we did find very useful components in these proposals worthy of imitation, we found no scope and sequence which met the criteria we had generated. Figure 5, *Comparison of Recommended Florida K-12 Social Studies Program of Study to Other Models*, presents the similarities and differences, by grade level, between the Florida recommended program and other efforts.

The Commission believes that social studies courses now cover too many topics which are unconnected to any program of study. Expectations with regard to performance standards and teacher propensities to include all topics in instructional materials has led to an emphasis on covering an overly ambitious number of topics rather than comprehensive academic inquiry. Where content coverage, as opposed to thorough analysis, becomes the goal, courses such as history and geography are made ineffectual (Newman, 1988a and 1988b).

Many significant topics might be justifiably studied in a world geography or an American government course and teachers, as a rule, are reluctant to eliminate significant topics in order to find the time to teach other and more significant topics properly. The conventional pattern is to cover the topics presented in a textbook to the best of their ability, both reluctant to and fearful of the consequences were they to select and organize topics into a reasonable course of study which they will teach and for which they will stand accountable. In addition, academic inquiry makes the classroom a more problematic and less predictable place. Overemphasizing coverage at the cost of inquiry, therefore, presents those who wish to teach history, geography and other social sciences effectively with an old problem and a traditional orientation, as well as a misperception of the task of the teacher (e.g. Tryon, 1935). Because the emphasis on coverage precludes the effective teaching of history and geography and because such emphasis tends to be the conventional pattern of instruction, we elaborate this problem and its consequences in an extensive manner.

COMPARISON OF RECOMMENDED FLORIDA K-12 SOCIAL STUDIES PROGRAM OF STUDY TO OTHER MODELS

Figure 5

RECOMMENDED FLORIDA K-12 SOCIAL STUDIES PROGRAM OF STUDY		OTHER MODELS						
		NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)	BRADLEY COMMISSION PLAN A	BRADLEY PLAN B (CALIFORNIA)	BRADLEY COMMISSION PLAN C	JAMES MADISON (W. BENNETT)	TEXAS CURRICULUM	NEW YORK CURRICULUM
K	MY FAMILY AND OTHERS	Self and Others Families Rules Communities Past and Present Environment Heroes/Heroines Multicultural Experiences Holidays and Traditions World Geography	Children of Other Lands and Times	Learning/Working Now and Long Ago	Children's Adventures Long Ago/Far Away	Holidays Groups and Individuals	Self	Self
1	FAMILIES NEAR AND FAR		Families Now and Long Ago	Child's Place in Time and Space	People Who Made America Famous	American History Customs and Legends	School/Family	School/Family
2	OUR CULTURES: PAST AND PRESENT		Local History Neighborhoods	People Who Made a Difference	Tradition/Monuments/ Celebrations	Biographies of Americans	Neighborhoods	Neighborhoods
3	BEGINNINGS: PEOPLE, PLACES AND EVENTS		Urban History How Cities Began	Local History US Biographies	Inventors/Innovators/ Immigrants	Explorers and Native Americans	Communities	Communities
4	UNITED STATES AND FLORIDA HISTORY/GEOGRAPHY TO 1880	United States History	State History	State History	Heroes/Folk Tales/ Legends of the World	United States History to 1865	States and Regions	Local History
5	UNITED STATES AND FLORIDA HISTORY/GEOGRAPHY SINCE 1880	World History	United States History/Geography to 1865	United States History/Geography to 1785	Biographies and Documents in United States History	United States History since 1865	United States History	United States History
6	GEOGRAPHY: ASIA, OCEANIA AND AFRICA	Geography	World History/Geography The Growth of Civilizations	World History and Geography Ancient Civilizations	Biographies and Documents in World History	World History and Geography to the Middle Ages	World Cultures	Western Heritage
7	GEOGRAPHY: EUROPE AND THE AMERICAS	Local History Communities	Regional and Local History Geography	World History and Geography to 1789	Local History and 'Elective'	World History and Geography from the Middle Ages to 1900	State History	United States History and State History
8	FLORIDA: CHALLENGES AND CHOICES	Government and Economics	Government and 'Elective'	Government and Economics	Government and 'Elective'	'Electives'	Government and Economics	
9	EASTERN AND WESTERN HERITAGE	US Economic and Political Developments	United States History Geography	United States History/Geography to 1914	History of European Civilizations	Government and World Geography	United States History and Citizenship	Global Studies
10	VISION AND THEIR PURSUITS: AN AMERICAN TRADITION - US HISTORY TO 1900	World and US History/Geography to 1750	History of Western Civilization	'Electives'	History of Non-European Civilizations	History of Western Civilization	'Electives'	
11	VISIONS AND COUNTERVISIONS: EUROPE, THE UNITED STATES AND THE WORLD FROM 1848	World and US History/Geography 1750-1900	World History and Geography	World History and Geography since 1789	United States History/Geography to 1865	United States History	World History	United States History and Government since 1865
12	THE AMERICAN POLITICAL AND ECONOMIC EXPERIENCE	World and US History/Geography since 1900	United States History/Geography	United States History/Geography 20th Century	United States History/Geography since 1865	American Government and Comparative Government	United States History	Economics and Participation in Government

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